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ABSTRACT

The primary goal of the School-Community-Pupil (SCP) Project at the Jane Addams School of Social Work at the University of Illinois, Urbana was to train a new kind of professional school social worker who would work to improve the way school systems respond to children, particularly minority children. The SCP Project was based on the hope that with training and directed practice, the interns could be of help to the school districts in which they worked at the same time that they were learning about school social work. To this end, evaluative information kept project faculty informed of program strengths and weaknesses and encouraged revision of course content and internship plans as needed. The academic courses emphasized planned change in institutions. Instructors prepared students to identify school situations which were, or might become, problem situations for children, such as desegregation, ability grouping, and antisocial behavior. Working with the school administrators, field supervisors, and social workers, the student interns applied problem-solving techniques learned in class to actual school situations. With administrative sanction, then, student interns were encouraged to contact teachers, pupils, psychologists, and parents in their efforts to alleviate problem areas. Over an experimental period of three years, the SCP model was practiced by 52 interns in school systems in Illinois. The results of the program evaluation indicate that the SCP approach to school social work should be continued. (Author/NG)

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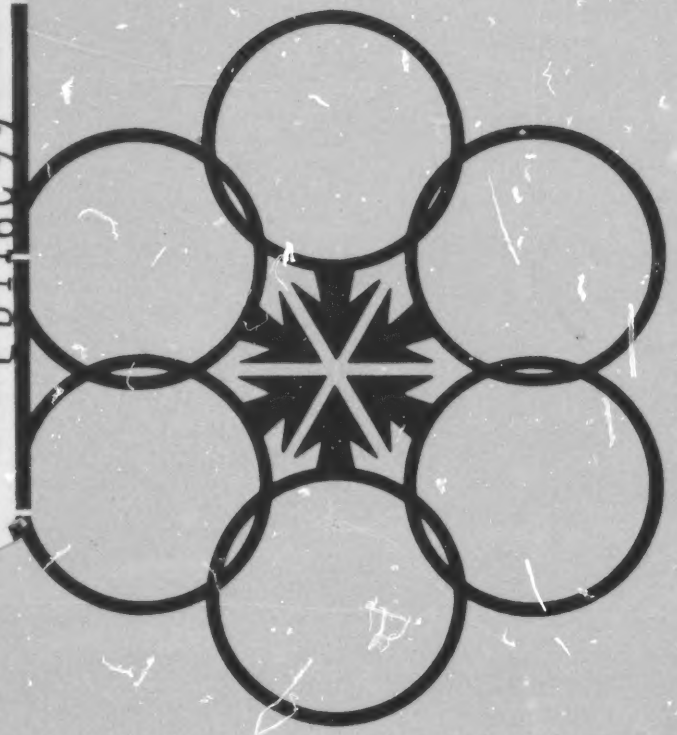

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A Final Program Report from Jane Addams School of Social Work University of Illinois, Urbana The School-Community-Pupil Training Program 1971-1974

CG 010 268

THE MIDWEST CENTER/CONSORTIUM
FOR PLANNED CHANGE IN PUPIL PERSONNEL
PROGRAMS FOR URBAN SCHOOLS
INDIANA UNIVERSITY

THIS WORK was developed under a contract/grant from the United States Office of Education, Department of Health, Education, and Welfare. However, the content does not necessarily reflect the position or policy of that Agency, and no official endorsement should be inferred.

ABSTRACT

The primary goal of the School-Community-Pupil (SCP) Project at the Jane Addams School of Social Work at the University of Illinois, Urbana was to train a new kind of professional school social worker who would work to improve the way school systems respond to children, particularly minority children. The two year master's degree program was one of five EPDA Pupil Personnel projects administered by the Midwest Center at Indiana University and funded by the Office of Education.

Graduate students for the SCP Program were selected because they wanted to work in a school setting, were willing to use strategies for change in a leadership role, and were interested in learning a variety of methods of intervention. Students spent a year taking academic courses ("Social Work and Public School Education," "Intervention Strategies for Institutional Change," "Research Seminar") before they began their field experience. In addition, a practice seminar was held at the field site to help coordinate coursework and field experience. The project director made the initial contact with school district administrators and negotiated the terms of the placement for each intern. Faculty members from the Jane Addams School supervised the field work and taught the seminar, maintaining an important connection with the school district to which interns were assigned.

The SCP Project was based on the hope that with training and directed practice, the interns could be of help to the school districts in which they worked at the same time that they were learning about school social work. To this end, evaluative information kept project faculty informed of program strengths and weaknesses and encouraged revision of course content and internship plans as needed.

The academic courses emphasized planned change in institutions. Instructors prepared students to identify school situations which were, or might become, problem situations for children. Such perennial problems as desegregation, ability grouping, and antisocial behavior were viewed as a result of problem situations rather than problem children. Working with the school administrators, field supervisors, and social workers, the student interns applied problem-solving techniques learned in class to actual school situations. With administrative sanction, then, student interns were encouraged to contact teachers, pupils, psychologists, and parents in their efforts to alleviate problem areas. Over an experimental period of three years the SCP model was practiced by 52 interns in school systems in Illinois.

The results of the program evaluation indicate that by the end of the experimental period, faculty, school district administrators, field instructors, and student interns agreed that the SCP approach to school social work should be continued. Success can also be measured by the fact that administrators were requesting additional interns for their school districts and that SCP courses had been incorporated into the regular Jane Addams School curriculum. Although interns achieved varying degrees of success in making small systems changes, and school district personnel expressed varying degrees of satisfaction, the general reaction to the model (as expressed in evaluation questionnaire responses and interviews) was favorable.

A project overview, detailed evaluation report with data, and appropriate appendices are included in this three-year summary report.

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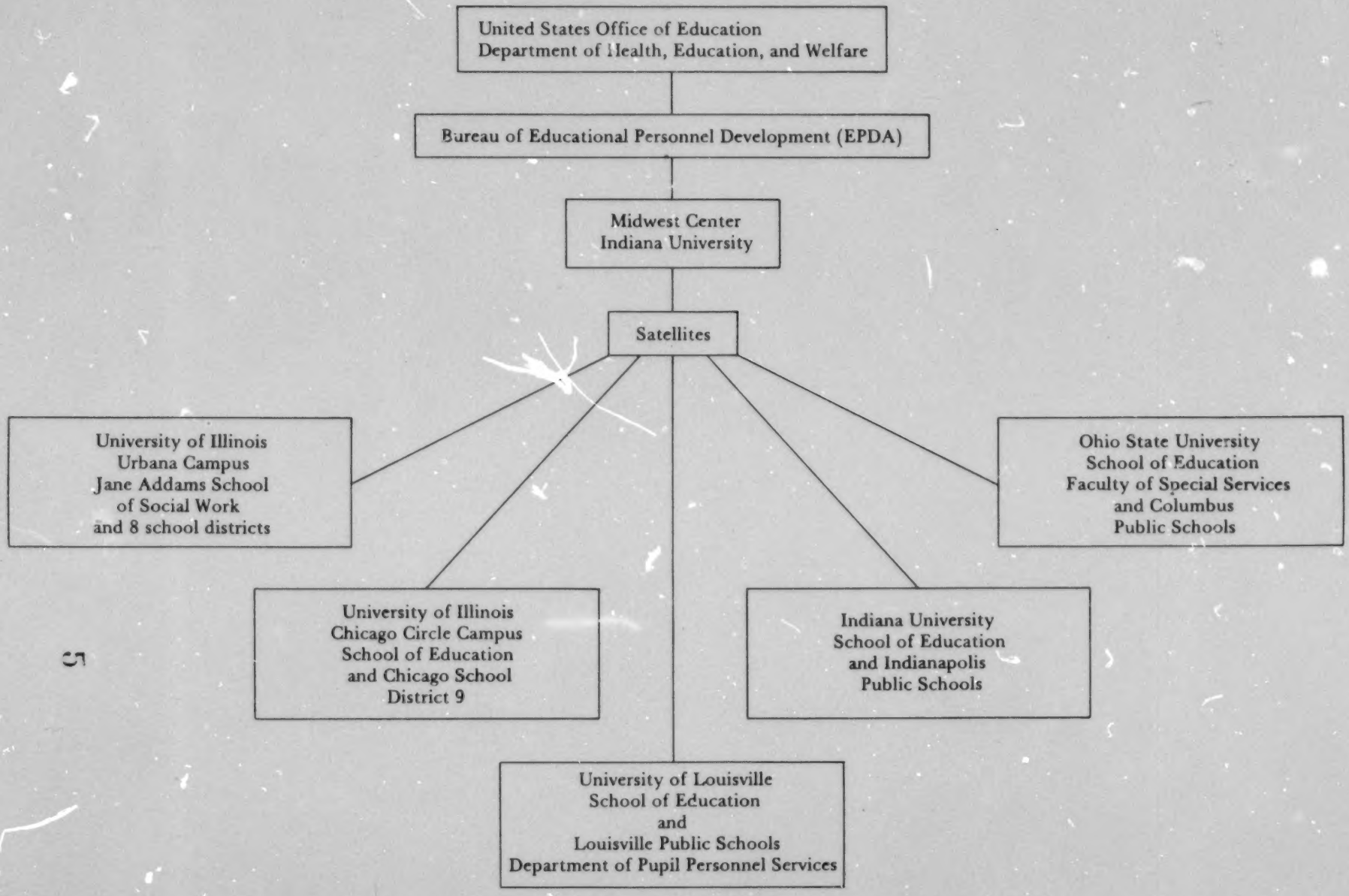
ORGANIZATIONAL STRUCTURE



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SCP School Districts

Champaign County Educational Services Region
Champaign Unit 4 Public Schools
Danville Public Schools - District 118
Eastern Illinois Educational Service Region
Peoria Public Schools - District 150
Rockford Public Schools - District 205
Urbana Public Schools - District 116
Vermilion County Educational Services Region
Waukegan Public Schools - District 118, Cooperating Special Programs
Colonel Wolfe School: Institute for Research on Exceptional Children
Jefferson Jr. High, Title III ESEA, Mattoon

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FOREWORD

Project Overview

At a housing project in a town in central Illinois, a group of parents who hardly know each other begin to meet regularly to talk about their children's needs. The young man and woman who meet with them help them identify mutual concerns and suggest a cooperative approach to solving some problems connected with the local elementary school. Months later, parents file a desegregation suit against the school system and win.

In a northern Illinois city a school social worker, in conjunction with the school nurse and the school psychologist, is trying to establish a class in pre- and postnatal care for pregnant teenagers.

Downtown in the shopping mall of a university community, a young man talks to a number of high school students who seem to be there regularly. After hearing how they dislike school and why, he conceives a plan for an alternative secondary school. He convinces the local school administrators of its feasibility and a new school designed by potential students, their parents, and administrators becomes an experimental reality.

All the young adults in the examples above are social work interns studying for their master's degrees in a training program called the School-Community-Pupil (SCP) project at the Jane Addams School of Social Work at the University of Illinois. The goal of the project is to positively affect the way school systems respond to children, particularly minority children.

The School-Community-Pupil program is one of five Satellite projects concerned with Pupil Personnel Services administered by the Midwest Center at Indiana University and funded by the Office of Education. The project is specifically designed to develop a training program for a new kind of school social work professional.

CHAPTER I

Training for Planned Change

The new SCP 2-year graduate program emphasizes a planned systems change approach to school social work. Student interns team up with other pupil personnel professionals (psychologists, counselors, social workers, the school nurse) to try to change school situations which might cause problems for children. The SCP model is designed to promote needed social change as well as to establish preventive measures.

The Jane Addams School of Social Work graduate students admitted into the SCP training program are selected because they have indicated an interest in working in a school setting, are willing to use strategies for change in a leadership role, and are interested in learning methods of intervention which go beyond casework. They must also be mobile (because of location of field practice sites) and willing to work with minority or rural poor target populations.

Students spend a year taking academic courses before they begin their field experience. In addition, a practice seminar is held at the field site to help coordinate course work and fieldwork. Faculty members from the SCP project supervise the field work and teach the seminar, maintaining an important connection with the school district to which interns are assigned. A unique feature of the SCP program is that students actively participate in planning objectives, designing course content, and organizing the team approach.

Project Beginnings

The School-Community-Pupil model evolved from a 1969 study of social work tasks and roles conducted by Professor Lela Costin of the Jane Addams School of Social Work. Social work manpower problems had raised the question of whether a social worker with a bachelor's rather than a master's degree might not take over certain responsibilities to free more trained social workers for other tasks.

As social work practices in schools were investigated, it became apparent that social work strategies currently being used were outmoded. The original casework emphasis on adjustment of problem children to the school regardless of school circumstances were unsuited to the societal mood of 1969-70. Pupil personnel workers were doing little to make the school environment more favorable to children's welfare. Minority children were at a particular disadvantage since they were least likely to feel comfortable in the typical white, middle class-oriented classroom. Their level of achievement reflected this disadvantage.

The existing school social work pattern was not responsive to the growing discontent of a community already often disenchanted with the school system. Parents had begun to question the automatic right of school administrators and teachers to have the last word on what was best for children. Urged on by educational reformers and the dissatisfaction of their own children, parents were calling for schools to adapt to the changing society and to reorder priorities according to the needs of their present clients. The time was right for the introduction of a new social work model which took these factors into consideration.

A Preliminary Model (1970)

Armed with the information collected on school social work practices versus demonstrated needs, Professor Costin and Professor Richard Anderson (also of the School of Social Work) set about designing a new school social work model which would reflect a modern approach to work in the schools. Traditional casework was to be only a part of this model; the main emphasis would involve looking at the whole school or school district to effect change that would benefit children normally neglected by the schools. The objectives of the first model retained in the present SCP model of the EPDA Satellite project are to:

- Identify problems of target groups of pupils
- Create a program leading to change in the school, community, and home
- Recognize the home, neighborhood, and community as partners in the educational process
- Re-define the social workers' roles to include consultation with the administrator on policy affecting
- pupils' welfare

Funding

At about the same time that the new school social work model was being developed, funding became available through the Midwest Center/Office of Education EPDA Satellite Project. A grant to implement the proposed model was applied for by the Jane Addams School of Social Work. Funding was granted for a 3-year period (June 1971-June 1974) for development and implementation of a demonstration model for training a "new professional" in school social work. The proposed functions of the new professional were to be adapted from stated EPDA goals and rationale, which are included here.

EPDA RATIONALE

The following statement of goals has been taken from the program guidelines provided by the United States Office of Education, Educational Professions Development Act, Pupil Personnel Services branch for '71-'72 and '72-'73. Thus these objectives are adapted for the Center/Satellite programs.

A. The undergirding objective of the Educational Professions Development Act-Pupil Personnel Services Program—as with all programs in the Bureau of Educational Personnel Development—is to help improve the quality of education of low-income, low-achieving students and contribute to informing institutions at all levels of the needs of these people. The preparation and training of new professionals who in turn teach others in the new interprofessional model is the major means by which this will be accomplished. The more specific goals, therefore, are:

1. **To improve the qualifications of the trainers and supervisors who are committed to the preparation of the new professionals.**
2. **To train new professionals to develop programs which:**
   a. **Contain collaborative planning and evaluative arrangements among the university, school, State Department of Public Instruction, and related communities and community agencies;**
   b. **Train the new professionals to train other members of the educational community to function together as a team;**
   c. **Design, implement, and evaluate new professionals' training programs which are appropriate for low-income area schools.**
3. **To recruit and train minority group persons as trainers who will prepare the new professional.**
4. **To bring about, both in the institution which prepares new professionals and in the systems where they function, organizational change which will facilitate achieving the concept of a collaborative educational community for meeting the goals stated above.**

The above-stated goals are further reinforced by statements from the Educational Professions Development Act-Pupil Personnel Services programs:

5. **Pupil Personnel Service workers should not continue to work only in their traditional specialist areas, such as assigning assessment to school psychologists, vocational guidance to counselors, health service to nurses, and community services to social workers.**
6. **The new professional specialist ought to be concerned with and competent to deal with a variety of needs felt by the teachers, students, community, and system while working with other specialists.**

B. The new professional should use a developmental and preventive model for human growth and development.

C. Role changes of Pupil Personnel workers should be reconstructed by focusing on the actual behavior of the Pupil Personnel worker rather than his professional title, affiliation, or position.

D. The cultural gap must be bridged between students, professionals, and/or para-professionals who are educationally or culturally different.

Once the project had been funded, Professors Costin and Anderson began to look for a project director who could devote full time to the SCP program. The director would be responsible for continuing development and testing of the new model and all phases of its implementation: selecting students and programs, contacting school administrators, instructing field supervisors, and acting as liaison with faculty, community, and student groups. The project director chosen was Dr. Ione Vargus, an experienced Black administrator-teacher, trained in social work who had a special interest in organizational development and social work planning. With her arrival on campus in Urbana in August, 1971, the SCP project began to take shape as a formal program.

Planning the Program

During the first months of the project, faculty members discussed program concepts, the best way to implement the new model, budget, staff, and, most particularly, the learning sequences most appropriate to a two-year master's degree program. Project faculty agreed that the students' first year on campus should be a year of academic work and that the second year should be spent gaining field experience (a customary practice for Jane Addams' students).

In addition to doing field work four days of the week during this period, the students would meet in a practice seminar taught by a faculty member one day a week. The purpose of the seminar was to help interns integrate their theoretical background and practical field experiences. Interns would also be helped with problems they were encountering in their fieldwork. Field placement would be for 9-12 months rather than the usual 7-month period.

An important consideration was how training for the "new professional" in school social work would differ from the traditional social work training pattern. The differences between the SCP training model and the clinical social work model (summarized by Professor Costin) are outlined in the chart which follows:

Two Contrasting Models of School Social Work

Clinical	School-Community-Pupil Relations
1. *Goals:* To modify pupil behavior or effect other change in the individual pupil's or parents' characteristics or personal situation in order to help the child adapt to school and use the learning opportunities offered.	1. *Goals:* To bring about change in the system of school-community-pupil relations which will alleviate stress upon target groups of pupils and facilitate their effective use of learning opportunities.

2. *Focus:* On the individual pupil, the individual case—the pupil's or his family's social and emotional characteristics which are seen as playing a primary part in the pupil's school's difficulties.

3. *Supporting Theories:* Psycho-social; ego psychology.

4. *Assessment Prodedures:* Study and evaluation of psycho-social factors which are preventing a child from adjusting to school.

   Relies upon attention to personal characteristics, attitudes and behaviors of a child who has been referred, interpersonal problems within family relationships or peer groups, and teachers' and other pupil specialists' reports of the child's problem.

5. *Development of a Service Plan:* Determined largely by others— teachers, principals, social agencies, and sometimes parents—who refer children one by one for service. Leads to ever-growing demands for service and concomitant frustrations.

6. *Deployment of Personnel:* May be members of a formally organized team for the purpose of studying, diagnosing, classifying, and placing children individually in special education programs. More frequently the social worker is assigned individually to one school building, several buildings, a total school district, or even more than one district. Wide variation in total pupil enrollment to which a single social worker may be assigned.

   Emphasis upon confidentiality of information about child, family problems.

2. *Focus:* On school-community deficiencies and specific system characteristics as these interact with characteristics of groups of pupils at various stress points in the pupil life cycle.

3. *Supporting Theories:* Social learning theory; systems theory and some of its derivatives (organization development, situation theory, classification of role, and system problems).

4. *Assessment Procedures:* Study and evaluation of interacting pupil characteristics and school-community conditions as these affect equality of educational opportunity for target groups of pupils.

   Relies upon needs assessment and identification of problem situations which form a configuration—a problem complex. Requires planned consultation with administrators, teachers, other school personnel, and the affected group—pupils and their parents.

5. *Development of a Service Plan:* Determined through continuing consultation with administrators, teachers and other school personnel and concerned individuals. A written plan offered to administrators and others whose participation and support is essential. A time-limited contract for service agreed upon.

   Keeps control of the work load in the hands of those who have responsibility for carrying it out.

6. *Deployment of Personnel:* A member of a pupil specialist team, optimally inter-disciplinary. Maximum flexibility within the team to allow for differentiation of skills, as a unified approach to problem-solving and team authority is maintained.

   Emphasis upon open sharing of information and ideas among team members and other potential helping persons.

Academic Year

The academic course schedule proposed in the first year of the School-Community-Pupil program has remained basically the same throughout the project. Students enroll in courses generic to social work and specifically to the school setting. There is a strong emphasis on planned change in institutions. Coursework reflects faculty perception that the practice of social work in a school differs from work in the traditional social service agency. Differences in practice are due to the mission of the school, the structure of the school as a setting, the role of social workers in a school district, the social problems encountered for intervention, and the differing components of evaluation.

The academic backgrounds of incoming students vary, since students may come from psychology, education, sociology, or other social sciences. Therefore, the courses which students take at the School of Social

Work after admission to the program also vary. A particular course may be taken because it meets a knowledge base requirement, interests the student, fits into the student's schedule, or for a combination of these factors. As a result, the students have different academic programs during their first year of study.

The project faculty believes that SCP students, in addition to understanding the specific nature of school systems, must also learn techniques for working on major social problems. Therefore, students are advised to elect courses in social work methods during their 16-unit master's program. Courses might be concerned with community organization; casework; group work; intervention with minority populations or low-income families; social welfare policy; administration and planning; or interpersonal relations.

Three Required Courses

One way in which the program has departed from the Jane Addams' "open" curriculum (no required courses) is that it has required students to have specific course content centered around the public schools. At present, there are three courses which all SCP students must take:

1) Social Work in Relation to Public School Education,
2) Intervention Strategies for Change,
3) Program Evaluation or Research Seminar.

A brief description of the three basic courses* follows:

S.W. 461E *Social Work and Public School Education*

Analyzes the school as a social system with attention to the rights and responsibilities of its various personnel and student and citizen clients. Examines major problem areas within public school education and the resultant socio-legal policy issues which affect equality of education.

S.W. 491 *Program Evaluation or Research Seminar*

Attempts to provide concepts and skills necessary for students to assess the problems of Local Education Authorities appropriate for the School-Community-Pupil workers and other pupil service workers to address. After identification of the problem situation students learn to develop a plan of operation which might result in the amelioration of the problem. Evaluation techniques are applied to determine if the plan actually worked in practice. In 1973-74 this course was revised to maximize student participation in an actual evaluation of the SCP program.

S.W. 461 *Intervention Strategies for Institutional Change*

Designed to bridge the gap between theoretical knowledge of institutional change in school systems and actual experience as a change agent in the school system. While the educational system is the focus, the strategies discussed will be applicable to other systems and institutions. Students are not taught how to solve specific problems, but are taught approaches to problem solving.

The SCP courses are generally conducted in University of Illinois classrooms, but class meetings sometimes occur in the "field," i.e. at homes of school parents, meetings of parent groups, meetings with school administrators and pupil personnel workers, and at social service agencies.

Student achievement is measured by conferences, examinations, observations of instructor and peers, and written reports. Pretests and posttests have also been used to measure achievement.

Students' Informal Evaluation

The first year students in the SCP program thought of themselves as pioneering a new approach to school social work. From the beginning, the students worked closely with the project faculty, meeting them for discussions after class and participating in decision-making sessions about different phases of the project experience. Field placement time lines (how much time should be spent in orientation, needs assessment, developing a plan of operation) were determined by students and faculty together. The content and emphasis of basic courses was sometimes altered as a result of students' suggestions. Guided by this informal evaluation, project faculty members added new topics to courses, rediscussed the nature of the practice seminar, and planned to include more practical information in class presentations (school politics, finances, etc.). Student participation in course evaluation has continued throughout the School-Community-Pupil program.

The Field Practicum

An important part of the SCP students' training is the 9-12 month field practicum, taken in the second year. Students enroll in two required courses during this period: *Field Instruction* and the *Practice Seminar.*

S.W. 468-469 *Field Instruction*

Students are enrolled in this course in order to carry out the field internship.

*Objectives for each of these courses are given in Appendix A.

S.W. 431 *Practice Seminar*

The practice seminar is designed to help students integrate academic theory and actual practice in field placement. Students learn specific ways in which interest groups, school, and community structures affect social work practice. They are also expected to acquire techniques for classroom intervention; for behavior and attitude modification of school personnel, parents, and children, for successfully building organizational change into school-community systems.

Interns spend four days a week in the field and take the practice seminar on the fifth day of each week. During the field practicum, interns are expected to make progress reports to their own field supervisors, to principals or other administrators within the school setting, to the pupil personnel service team leader, and to the project faculty member teaching the seminar. All of the reporting procedures are part of the organizational structure of the SCP model and provide visibility and points of contact for the intern.

Field Placement

In placing interns, the original intent was to choose school districts that were using a team approach. Another consideration was that districts should be near enough to Urbana to permit supervision by the project faculty. However, school districts were actually chosen because they indicated an interest in an expanded approach to school social work.

The project director made the initial contact with school district administrators and negotiated the terms of the placement for each intern. Students were placed in the field on the basis of the intern's interests and the school district's needs.

It is interesting to note what reservations the administrators expressed when first contacted. Would the interns raise expectations for change which would be impossible to fulfill, disappointing those involved? Would the interns threaten pupil personnel workers already in the school district? Could the interns successfully work with the many different audiences that might be involved in a change project (parents, principals, teachers, children, other social workers)? Finally, was there any possibility that in nine months interns could build credibility, establish rapport, and demonstrate enough skills to really affect any problem area in the school? To almost all of these questions the SCP project faculty could only respond that the answers were still unknown. The project was based on the hope that with training and directed practice the interns could be of help to the school districts they worked in at the same time they were learning about school social work.

School System Benefits

School systems who have interns have certain advantages, in addition to the obvious one of having an extra social worker available. One benefit is that field supervisors from the district have tuition and fees waivered for one course taken at the University of Illinois during each semester spent supervising interns. In this way, the University shows its support for the SCP program and establishes the program's validity in the school districts. Another advantage is that school districts can be reimbursed at a rate of $5,000 per intern by the state for salaries paid to interns during field placement.

The Intern's Role

Once in field placement the intern's first task is to become oriented to the school situation and familiar with school personnel. The immediate field supervisor might be a school social worker, a counselor, a psychologist, or any related professional. With the help of the building principal or another administrator, a team of pupil personnel workers is formed, if feasible, or the intern may join an existing team. Because the SCP program is flexible, an individual may also choose to work alone, but the concept of team effort is an important part of the SCP model.

The next step for the intern is to make a needs assessment and identify school problem situations which affect many children. Problem areas (sometimes called problem complexes) are usually large system situations which include smaller problems. The intern tries to systematically plan ways to alleviate these problems through systems change. Problem areas might include community control, desegregation, ability grouping, and student government. Changes in these areas would affect many children in the school system rather than a few individual children. Altering the relationships of parents to school, school to pupils and teachers to pupils can also be part of systems change.

The intern follows a sequential set of procedures in attempting to solve problems. First, the student makes a plan of operation, a step-by-step plan directed towards alleviating the identified problem. The actual detailed plan is submitted to school authorities for approval.

Once the project has been sanctioned the team members decide together which member will be responsible for each task in the plan. Team members see that tasks are carried out according to the plan of operation, handle obstacles (roadblocks) that develop, and privide accountability to the field supervisor, administrator of the school, and the Jane Addams field instructor. Further contact with the SCP faculty is made through

the practice seminar. The project director also maintains contact with the school administrator during the internship.

Ongoing activities are regularly reported to appropriate school personnel and assistance is sought as needed. If one project or plan proves unfeasible, another is chosen. A final report written by the intern or team evaluates the results of intervention or change activities. These results are reported to sanctioning authorities, school district personnel, the field supervisor, and the SCP prjoect director.

Some of the actual problems that various interns worked on are listed below:

- Unwed school-age parents
- Truancy
- Potential dropouts
- "Socially maladjusted" boys
- Integration of handicapped into regular classrooms
- Community and parental involvement
- Racial conflicts
- Alternative education
- School lunch problems
- Student rights
- Self-esteem of elementary children

One Intern's Project: "Education II"

In the fall of 1972 too many high school students were spending their days hanging around the stores in the local shopping center (Lincoln Square in Urbana, Illinois). They cut classes regularly, evaded the truant officer, and were unwelcome as loungers in the mall. More important, they were bored and restless.

Fred Schrumpf, a local SCP intern already known to Urbana educators and social workers through his community work, observed the situation, and talked with the truants. They felt that school offered neither challenge nor satisfaction. As part of his own internship, Fred developed a plan to help solve the problem. He contacted the Urbana school superintendent's office and suggested that an alternative to the existing high school be established as part of the regular school system. Tuition would be unnecessary as the new school would be a public school and cost of starting the project would be low since it could be housed in an old frame house already owned by the district. Developmental and operating costs would be offset by state reimbursement of funds if the attendance record of the high school dropout candidates improved.

Anxious to alleviate the situation, the Urbana school district superintendent, assistant superintendents, and the principals of the senior and junior high schools considered Fred's proposal and agreed to let the intern try to set up an alternative high school. A formal plan was drawn up and passed by the school board. There were to be 25 students accepted for a 9-week pilot program to begin in the spring of 1973. The staff would consist of three 1/3 time teachers plus the intern, with volunteers coming to teach special subjects.

Students, parents, and administrators interested in the project (named Education II) held a retreat to discuss what the new school was to be like. The students dominated the discussion. Thoroughly disillusioned with the existing school framework, they were eager to have this school reflect their beliefs and satisfy their educational needs.

The intern started discussion by asking questions like these: What do you see in your school now? What would you like to see? What are our mission objectives? Also considered were curriculum, finances, and the many details of setting up a school. The potential students knew what they didn't want better than what they wanted. But these first conversations made it clear that the education at Education II was to evolve out of the students' interests, to reflect their particular needs.

On holidays, weekends, after school, and in the evenings the group met to plan the new school. They read the Illinois state law to find out what had to be incorporated in the school plan (5 hours a day in the school building, mandatory courses in history, English, P.E., etc.). The SCP intern helped them set up timelines to achieve certain goals, and assisted and advised them as they designed curriculum and interviewed teachers. In March 1973 Education II was launched for a 9-week trial period.

An important consideration was whether or not students' attendance at school would increase. If not, continuance of Education II would be unlikely. When evaluated at the end of the 9 weeks, a 48% increase in attendance was shown as compared with the students' former patterns. A further encouraging note was an increase in student self-esteem as reflected in pretest and posttest measures given at the beginning and end of an experimental school period. The same tests were given to a random sample of regular high school students, and the Education II pupils showed greater gains. The improvement in self-esteem was important because research studies show that self-concept is related to students' ability to learn.

Bolstered by the successful pilot period, Urbana administrators voted to continue Education II the following year. Now in the spring of 1974 plans have been made to expand the project, to increase the student body to 75, to free money for 2½ full time teacher equivalents, and to provide a more suitable building facility. In the fall, courses will be more teacher directed, although student input will still be high. While curriculum will include conventional subjects such as English and math, classes in societal values, philosophy, and social systems will also be held as students indicate interest in these subjects. New topics will be added to the

curriculum as a result of students' curiosity or expressed need for information. Students will learn subjects such as automechanics by working at a garage gaining real work experience.

The school district has increased the budget for Education II and assigned a principal to be officially in charge. The intern will continue to function another year as program director. Plans to permit students at the regular high school to take some classes at Education II and vice versa are being made. Teacher and student exchange are part of the project design.

Whether or not Education II continues to be a part of the school system in the future, the creation of an alternative high school is an outstanding example of a project which did effect a systems change. Few changes were as dramatic or as immediately visible. Nonetheless, the process of identifying and analyzing a problem situation, followed by problem solving with a carefully worked out plan is characteristic of the School-Community-Pupil model.

Project Director's Role

In addition to advising students, arranging field placement and teaching strategies for change, the project director handles the problems that arise among faculty members, school personnel, or the interns themselves. For example, the project director might have to serve as mediator between interns and administrators when complaints arise on either side. As the final trouble shooter for project participants, the director may also explain the model when school districts are first contacted, since the experimental nature of the demonstration program necessarily leaves some areas indefinite. Interpretation of the intern's work, the team approach, and planned change is a continuous need during internship. Sometimes the interns themselves are able to adequately explain their efforts and the reasons behind them, but resistance to change is reported as being a common problem at all levels of the SCP project.

The project director receives favorable reports too: praise for the interns' work, appreciation of the introduction of a new model of school social work, stimulation from working with forward-looking school personnel and dedicated young graduate students. It is the director's job to tie all the ends together, to make the SCP program run as smoothly as possible, to see that necessary changes in program or policy are made, and to be a facilitator for both staff and students.

Interns' Problems

One problem faced by many interns is the way they are viewed in the field setting. In some instances, they are regarded as specialists in school social work while in others, they are treated as students who cannot yet have much expertise to bring to school problems. Often, they are treated both ways simultaneously. The intern may become a welcome asset to other pupil personnel workers as an agent of needed change or may be seen as a threat to the existing status quo, to individual roles and power blocs. When efforts to make change are thwarted, frustration is the result.

At first full of idealistic enthusiasm, the interns find themselves naive about the degree of complexity involved in any kind of change within a system. Almost all interns interviewed during the program evaluation commented that by the end of the second year they had learned how slowly real change occurs. The political-social system of which the school is a part is also part of the cultural pattern of the community and greater society. Therefore, even small changes affect individual territories and investments, either personal or financial. Threatened by alternative suggestions, many social workers, teachers and administrators, reacted negatively to the possibilities offered by the interns' system of planned change. Sometimes the interns themselves were too hasty in reaching conclusions, failing to adequately understand situations or hierarchies. Sometimes inexperience and zealousness hampered the interns' efforts. Gradually, through the field experience, the intern's own notions of school social work, information learned in coursework, and work with pupil personnel figures in the school setting became fused.

Interns who are veterans of the field practicum now urge smaller change attempts and more realistic planning when they talk to interns new to the program. They recommend an initial period of observation, learning about the school system, and getting accepted by school personnel before attempting to initiate alternative plans. It is evident that former interns regard the field placement as a period of growth, an eye-opening encounter with the real world of public schooling, particularly the political-social aspects.

Human Resources

Many kinds of resources were used in the growth and development of the SCP program. In the initial phases, an advisory board helped to conceptualize and raise questions about the program. Advisory board decisions and/or recommendations were in the broad areas of target school selection, recruitment of trainees to the program, curriculum direction, identification of school-community problems, staff needs, structural arrangements and evaluation. The advisory board consisted of representatives from the Office of State Public Instruction, graduate students in the program, faculty of the Jane Addams School of Social Work, faculty of

the University of Illinois College of Education and the Community Task Force. Meetings were called by the SCP project director.

The Community Task Force was also an advisory body. It was composed of persons who considered themselves to be "community people" who had been charged by the Midwest Center to have input into the program. As a result, the role and function of the Task Force were not clear. However, persons in this group did share information on community dynamics, gave suggestions for training of students, identified school problems, participated in training sessions for students, disseminated renewal seminars, and evaluation conferences. One important spin-off of this group's work with the SCP program was the establishment of a program in which senior citizens work in day care centers.

Material Resources

The SCP program was funded by the Office of Education under the Education and Professional Development Act through the auspices of the Midwest Center. These monies were used to pay the full-time salary of the project director, part-time salary of some SCP faculty members, for travel and dissemination activities, five student stipends per year, and the Community Task Force activities.

The Office of State Public Instruction awarded 19 stipends to students in the first year of the SCP program. Each year for two years the National Institute of Mental Health School Social Work stipends were awarded to two students in the SCP program. The Jane Addams School of Social Work has also supported the program. Four of the seven faculty members associated with the program were paid out of the School of Social Work funds. The Jane Addams School also provided:

1. a secretary, ¼ time
2. office space and equipment
3. telephone
4. paper, pencils, supplies and duplicating materials
5. transportation for faculty's work with SCP interns at their school sites
6. video-tape and tape recording equipment

CHAPTER II

Evaluation

The evaluation of the School-Community-Pupil model was designed to correspond to the terminal objectives outlined in "A Plan to Assist Problem Solving and Decision Making Related to the Midwest Center/Satellite Project." The six terminal objectives were:

Terminal Objective I: To have each satellite prepare a prospective new degree program or specialization which could be adopted in their university and which would qualify as a training program for the "new professional" as defined in the EPDA rationale.

Terminal Objective II: To have experimental or pilot courses developed by the satellite staff which logically relate to the EPDA rationale, and have been proven effective in teaching the skills, concepts, and attitudes the courses seek to provide.

Terminal Objective III: To have each satellite develop pilot courses of instruction which are closely related to the practical problems that face inner-city schools.

Terminal Objective IV: To have the university component of each satellite incorporate into its present degree program a course that deals with cultural awareness, decision making, and planned system change.

*Terminal Objective V**

Terminal Objective VI: To have each satellite be able to support the decisions it has made with valid data; to have it secure evidence of the results it has achieved and evidence of the effectiveness of its strategies.

Criteria and data for SCP enabling objectives were also based on those suggested in the planning document.

At the request of the Midwest Center an outside evaluator, Dr. Ketayun Gould, joined the project in August 1973. Dr. Gould was responsible for developing the evaluation design and directed the activities of SCP first-year students who helped carry out all the steps of the evaluation process. A unique aspect of this evaluation is the involvement of students who would themselves be interns the following year. This experience provided them with the opportunity to gain a realistic view of the whole program, particularly in regard to field practice, and to gain an understanding of the problems involved in implementing a new model.

The evaluation instruments were developed by graduate students in a research seminar, which spanned the whole academic year, 1973-74. During the second semester Dr. Richard Anderson helped direct the students in their research activities. Evaluation data were collected primarily for the 1973-74 academic year, although some data are included from earlier years.

The overall evaluation design follows. Each section of the design is then presented and includes objective, criteria, and data. When actual copies of test or questionnaires are not needed for interpretation of the findings, copies of these instruments may be found in the appendix.

Evaluation Design: 1973-74

1. Students in the SCP Program at Entry (1971-73)
   - *Objective:* Selection of students who can work effectively on problem complexes of school-community-pupil relations.
   - *Criteria:*
     - *A. Undergraduate degree with 20 hours of social science
     - *B. 3.75 undergraduate grade point average
     - C. Stipends awarded to students with background in Educational Psychology, and Education
     - D. Majority of stipends awarded to minority group students
   - *Data:* Analysis of data from student folders of those admitted to the SCP program.

   *Graduate school requirement
2. Coursework
   - *Objective:* To teach the model of the "new professional" to first-year interns in the SCP program during the nine months of academic study through courses on Social Work and Public School Education, Intervention Strategies for Institutional Change, Research Seminar*, and Practice Seminar.*
   - *Criteria:*
     - A. 75% of students who scored low (3 or 4) on a pretest given at the beginning of the course, would score high (1 or 2) on a posttest in the different areas of facts, skills, attitudes, problem-solving abilities, and ability to deal with systems change.

*Terminal Objective V is not included because it deals with state certification of a course on cultural awareness, planned system change, and data-based decision making and is therefore outside the scope of the SCP project.

B. Good evaluation of course content indicating student satisfaction with extent to which course objectives were achieved.

Data: Pretest/posttest, evaluation questionnaire.
*These courses dealt with the actual evaluation and the field practicum and as such, no pretest/posttest data were gathered for these courses.

3. Practicum
   Objective: The second year interns practice the SCP model which embodies a planned approach towards having an impact on problem complexes of SCP relations, the approach involving work in interdisciplinary and intradisciplinary teams.
   Criteria:
   A. Completion of needs assessment of SCP system.
   B. Needs discussed by core team members and a written plan of operation developed with a specific time frame to insure completion of stated goals and provide a standard by which interventions can be evaluated.
   C. Obtain administrative sanction for plan of operation.
   D. Task-specific team developed and tasks assigned.
   E. Implementation of plan of operation.
   F. Reporting of ongoing activities to appropriate school personnel.
   G. Evaluation of result of intervention activities.
   Data: Plan of operation, logs, volume-count, time-role analysis, performance objectives, questionnaire administered to all second-year interns on evaluation of activities during practicum and summary interviews.
4. School Personnel
   Objective: To have school personnel understand the SCP program and accept the SCP students as interns in their schools.
   Criteria: Sanctioning of majority of plans of operation.
   Data: Questionnaires administered to administrators and field instructors and supervisors in participating school districts. Interns' perceptions of school personnel also included.
5. The Champaign-Urbana Community Task Force
   Objective: Input from the Community Task Force in the preparation and training of students.
   Criteria:
   A. Provide knowledgeable resource people for classroom instruction.
   B. Provide settings for practicum experience during the first year of academic work.
   Data: Information supplied by project director.
6. Dissemination of JASSW Model of Training the New Professionals
   Objective: Dissemination of model to appropriate educational institutions, agencies, and personnel involved in SCP relations.
   Criteria: High number of requests received and initiated for opportunities to disseminate the model.
   Data: Interview with SCP staff and interns about relevant activities and compilation of reports prepared dealing with such activities.
7. School Social Workers with Bachelor of Social Work Degrees
   Objective: Explore present employment situation and future opportunities for B.S.W. level workers in the school system.
   Criteria:
   A. State certification requirements for school social workers.
   B. Levels of expectations for B.S.W. workers in the school system.
   Data: Being gathered

Selected data and findings related to these seven items can be found in Appendix D.

EVALUATION OF STUDENTS AND PRACTICUM

Intern Interview Summary

One of the methods of securing student feedback took the form of an interview held during the on-site training period. As an example, we offer here a summary of interviews with two interns assigned to one town during 1973-74. The opinions of the two were opposing in many instances; hence one shall be referred to as Intern A, the other as Intern B in this summary report.

Intern A had minimal association with the special education program, had taken a special education course which he found somewhat helpful in his dealings with the special education program. Intern B was extensively involved with this segment of the system and had taken special education college courses before entering the University of Illinois.

Intern A was perturbed about the nature of his supervision. He described it as "close to nonexistent." Even though the supervisor had a good understanding of the SCP model, she was unavailable to the intern (she had

cancelled appointments, was always busy, and time spent with her was too brief). On the other hand, Intern B stated of supervision that it was "casual, but helpful and thorough."

Both interns agreed that building principals were the least facilitative of all school staff. Principals were conservative, fearful of job loss, and threatened by the approach. They were afraid of the school board and did not want to be "blamed" for intern actions. Administrators held a more negative view of systems change concepts than did parents or teachers, but Intern A felt the whole community was pretty conservative.

"Needs assessment" and "evaluation of strategy" were two areas for which Intern A felt coursework had inadequately prepared him. Intern B was satisfied with the adequacy of coursework. Both interns reported participating on an interdisciplinary team. However, Intern A reported there was no formal leader due to school system philosophy against having a formal leader, while Intern B reported there had been a formal leader. Intern A described how problem parts were allocated among team members (a sort of volunteer arrangement according to expertise and strengths as they related to particular situations), whereas Intern B left this question (as well as many other open-ended questions) unanswered.

Doing traditional casework in order to gain acceptance before attempting systems work was strongly agreed to by both interns. Intern A, who spent 25-50% of his time in casework, had taken Jane Addams Graduate School of Social Work course but thought it was a poor, overly-theoretical course. Intern B spent 50-75% of his time doing casework and considered his coursework preparation to have been good.

Intern A agreed that public relations work was important in order to be effective in accomplishing systems change, but reported none of his time was spent doing public relations activities. Intern B spent 25% or less of his time "selling" the SCP program.

The field seminar was evaluated as "poor" by Intern A while Intern B felt it had been "good." Intern B already has a contract as a school social worker. Intern A felt his field experience left him unprepared to practice school social work. He would like a job in a more treatment-oriented setting with lots of other social workers who can teach him some methods which IAGSSW and the internship failed to do.

Interns' Daily Logs

For evaluation purposes, interns kept daily logs of their activities. The logs were analyzed to see how well interns had followed the SCP model.

The data were to be collected and tabulated for 22 interns over a period of 16 weeks. Interns who failed to supply the logs were notified by letter to send the missing information. Out of a total of 352 weeks, information was finally collected and analyzed on logs for 287 weeks. The tables referred to below appear in Appendix H.

Table 1 reflects the total intern activity in three categories across the four months: what populations were contacted each month, the social work method used, and the professional activities of the interns. (Further breakdowns of the data in tabular form were made but only the summary table is presented here.)

Distinct patterns, in terms of whether interns followed the SCP or the traditional model, are difficult to discern since the percentages cover a wide range. As might be expected, casework activities involved pupils and parents. For evaluation activities, interns collaborated with pupil personnel workers and pupil personnel teams. Interns gave the greatest amount of information to school administrators (possibly for sanction, approval or feedback) and then to parents (which might indicate referrals or work on individual problems). Most of the information gathered by interns was obtained from pupil personnel workers and school administrators. Pupil groups and teachers supplied the next largest amount of information. Steps taken towards problem solving involved interns with more pupils and pupil groups than with other populations. Teachers and pupil personnel workers were most frequently contacted in the category of one-to-one consultation. It is possible that consulting with teachers tended to concern individual pupils or classroom management. The intern in this role would seem to be following the traditional model. Contacts with pupil personnel workers for consultation may be interpreted as either traditional (as in relation to individual or group cases) or more SCP-oriented (evaluating the system) depending on the nature of the consultation. Such information is not available from the logs. Meetings to evaluate problem situations were held with pupil personnel teams and intern teams using an appropriate SCP team approach.

An attempt was made to make categories discrete to avoid as many classification problems as possible. However, because different interns might have classified activities differently, there were probably individual variations in the way activities were categorized. At times, widely differing activities seemed to fit in the same classification. Even when items could easily be categorized, it is quite possible that much of the intent and results were missing from the log. The logs do not necessarily report all that the interns actually did. It is conceivable that problems were minimized or left out and that many lesser activities were not recorded.

Percentage of SCP Activities

A crude measure of the percent of SCP activities in which interns participated was developed by adding all the activities involved in meeting with population of community agency representatives and groups; school administrators and groups; pupil personnel workers and teams; University of Illinois faculty and intern teams (combined—regardless of the professional activities of the intern). This percentage was then compared with the percent of activities with pupils, parents, teachers, and other groups associated with the traditional model. Table 2 illustrates how percentages were tabulated.

It was hypothesized that a systems intervention orientation would involve the intern in a larger proportion of activities with school administrators, pupil personnel workers, and community agencies than with teacher, pupil, and parent populations which were more likely to be related to a casework approach. While it is true that contact with the first group might be more essential for systems change, it is recognized that some interaction with the pupil-parent-teacher populations are inevitable and necessary in a school setting. Therefore, it is difficult to make a clearcut judgment as to what activities can justly be categorized as SCP.

Table 3 shows the percent of SCP activities for each month for each intern arranged according to location. Location averages are also given. There appears to be no consistent increase or decrease of percent of SCP activities across the four months. Averages for individuals show a wide range from 30% to 83%. Group averages for locations also differ from 34% to 75%. In two locations, the number of SCP activities is less than 50% of the total intern activities. The other six locations show more than half of the activities as possibly SCP related. There is also some difference within the locations. In locations E and H, some interns seem to be reporting activities that are different from those of other interns in that area.

One might conclude, then, that the number of SCP activities performed by the social work intern is a function of both the individual and the school system where the intern works. Site location is an important intervening variable in an intern's ability to practice the SCP model. We recommend that each site be studied to determine whether systems intervention is feasible or whether the social worker will be permitted only to perform the traditional school social worker role.

Volume Counts

School social work interns in the SCP program were asked to classify their contacts for each month from September, 1973, to December, 1973, according to the type of contact (individual, group, and consultation) and the population contacted (students, teachers, administrators, social agency representatives, etc.).

The volume counts were an evaluation device which was intended to verify the results of the daily logs. Table 4 (see Appendix H) shows the type of contacts made and the populations which were contacted. A general comparison may be made with the daily log activities. The volume counts show nearly twice the proportion of contacts with pupils and teachers as the daily logs. A possible explanation is that brief or informal contacts with teachers and pupils may have been put into the volume counts more often than they were noted in the logs. Almost the same amount of contacts with pupil personnel workers appear in both records. The proportion of meetings with administrators in the volume count approximates the proportion in the daily logs. However, the classification of the population contacted is divided into specific groups in the daily logs. If the categories "meeting to evaluate problems" and "one-to-one consultations to evaluate problems" from the daily logs may be combined to form a rough gauge of "consultation" as used in the volume counts, the two represent approximately the same percentage. Thus, the analysis reveals that the results of the volume counts generally agree with the results of the entries in the daily logs.

The Intern's Plan of Operation

Each intern is required to develop a plan of operation. Included in a plan of operation are such topics as identification of the problem situation, goals, objectives, strategies, and/or methods, time-lines, and evaluation of outcomes. The plan of operation is evidence that the student is practicing a planned approach to problem solving.

Time-Role Analysis

A time-role analysis study (see Appendix B) was conducted to determine the actual roles performed by interns during the field practicum. Three weeks were selected at random during which the interns were asked to report their daily activities according to predefined categories.

An analysis of interns' reports showed that the major roles for the SCP intern are those of evaluator, consultant, data manager, administrator, and to a lesser extent, behavior changer. The findings reveal that the SCP interns were well able to move towards an organized, planned data-based program of practice.

Performance Objectives

A performance objectives instrument was developed (see Appendix C) to evaluate interns' performance during the practicum. Its purpose is to identify relatively discrete bits of behavior that are part of the objectives

of the SCP program. In its present form, the instrument needs further revision and editing based on intern-field instructor comments from its use. Overall, it can be concluded from user remarks that

a) it does identify SCP goal behavior, and

b) it describes this behavior in terms more closely related to performance than previous instruments.

The performance objectives instrument was administered three times as follows:

September: Upon entry to the school site the intern did a self-appraisal

Mid semester: Intern and field instructor jointly completed the instrument

Semester end: Intern and field instructor jointly completed the instrument

Conclusions - The instrument consists of three parts, or overall goals dating back to the original proposal goals. Parts A and C were to be rated on a five point scale with (1) knowledge comparable to a lay person, (3) average and typical for a graduate student in social work, and (5) characteristic of a very competent, experienced social worker. Part B was designed to provide illustrative examples of the interns' work.

September entry self-evaluation group mean score	3.38
Mid semester group mean score	3.59
End of semester group mean score	3.88

In September, intern self-evaluations ranged from 2.73 to 4.16 with the mean of 3.38. This suggests that most interns were able to be reasonably realistic about their entry state of performance. With the remaining two evaluation group mean scores each higher than the previous one, it can be inferred that the interns made good progress during the semester practicum. Final evaluation scores ranged from 2.69 to 4.52. Two of the lowest scores were obtained by two students placed in a special preschool program for handicapped children. Through conversation it was determined that their progress was satisfactory, but the performance objectives instrument was not congruent with the learning experiences of this non-SCP learning situation.

Other interns and field instructors reported using the evaluation instrument as an aid for insuring appropriate learning experiences. However, it is important to ascertain prior to placement of students that the behavior identified as learning goals in the instrument is actually attainable in the practicum site.

EVALUATION OF PERSONNEL AND PROGRAM

Field Instructor and Administrator Questionnaire: Methodology

The questionnaire was developed to determine how administrators and field instructors were introduced to the SCP program, how much they knew about the SCP program, in what ways they were involved with the social work intern, their perceptions of what the intern was doing, and their assessments of the SCP approach as well as the work of the interns.

The questionnaire was pretested with an administrator familiar with the SCP program who had SCP interns in his program during the 1972-73 year but not during the 1973-74 year. He was therefore acquainted with SCP concepts but was not part of the study sample. The questionnaire was revised and separated into different instruments for field instructors and administrators. Repetitious items were eliminated. The questionnaire for administrators was made less technical and more structured because it was felt that administrators had less contact than the field instructor with the intern. The questionnaire for field instructors covered detailed aspects of the SCP program and was open-ended to allow a full discussion of topics explored. It was reasoned that field instructors tended to have more day to day contact with the intern and therefore more specific knowledge of the SCP approach and the activities of the intern. A preface was added to explain that the purpose of the questionnaire was to assess the SCP approach as a method of school social work. Confidentiality was assured and it was explained that answers would in no way affect respondents' relationships with the Jane Addams Graduate School of Social Work. The intent was to try to obtain honest answers and to avoid "public relations" or "socially acceptable" answers deviating from the truth.

Four graduate students from the research team gathered the questionnaire data through personal interviews with field instructors of the interns and administrators in the school systems where interns were placed. Only administrators and field instructors of interns placed in the academic year 1973-74 were interviewed.

Field Instructors and Administrators: Summary of Questionnaire Data

Eight administrators and 17 field instructors were interviewed in the eight school districts in which SCP interns were working. The locations varied widely as to school and community characteristics and perspective. A brief summary of the major findings plus a detailed breakdown of the responses follows.

1. Five out of eight administrators were introduced to the SCP model by project faculty. Administrators were evenly divided on the question of whether the explanation they received was adequate or inadequate.
2. Six out of eight administrators felt that the interns worked fairly independently with most supervision given by the field instructors; most administrators saw themselves in a sanctioning role and not as directly involved in projects.
3. Most administrators anticipated the problems that the interns encountered in their projects. However, they also felt that many of the problems centered around the intern's lack of training and preparation in certain situations.
4. The team approach was used in most school environments; more than half of the administrators reported that permanent teams existed and that these teams were usually interdisciplinary.
5. Problems foreseen by the field instructors seemed to center around lack of knowledge or preparation of the intern, personality conflicts, and intern's inexperience in knowing how to work through the system. No clear direction was given for resolution of these problems.
6. The interdisciplinary team approach was favored by all. Teams made up only of social workers were not approved by most supervisors. A variety of team situations were used in the schools. Team leadership patterns differed.
7. Eleven out of seventeen saw a role for the SCP program along with traditional casework in the schools, although 5 stated that all SCP methods and approaches should be used. There were many suggested program improvements. Thirteen out of seventeen wanted a continuation of the program.
8. Both effective and ineffective activities of the interns were reported more in terms of the traditional model of the school social worker than in terms of systems change.
9. Thirteen of the seventeen field instructors were social workers, and most had been working in the school system several years—long enough to probably be familiar with the "system."

Interns' Perceptions of School Personnel

Data reported in this section were collected as part of the questionnaire administered to the interns to fulfill the practicum objective. Fifteen interns reported that supervisors understood the nature of the SCP model; 7 said innovation was difficult because supervisors did not understand the SCP model. Seventeen tried to increase the supervisor's understanding of the model. All interns felt that being pupil advocates was part of their role, but only 8 interns felt that administrators agreed with this view. Nine felt teachers agreed with the interns' role as pupil advocate. All but 1 intern considered being a change agent as part of his role, but only 7 saw administrators favoring this role. Nine teachers viewed the interns as change agents. Half the students said coursework gave them accurate and helpful understanding of the various PPS positions in the school system.

For the third year of the program, it was agreed that the Community Task Force's involvement would be primarily in the area of training students. Since SCP students were in classes throughout the School of Social Work it was felt that community trainers should be avilable to all instructors in the school. Lorraine Sankey, a member of the Community Task Force, was hired to coordinate this component of the program. The community trainers were paid $30/session.

A list of Black persons who would be effective as community trainers was drawn up by the Community Task Force. An attempt was made to identify community people who were not the usual "spokespersons" or community leader-types, but were people who had real-life experiences around a social problem or social concern. Faculty members of the Jane Addams School were then given the list of people and asked to indicate to the community coordinator whom they would like to use. As a result, community trainers were used in courses dealing with the following areas— welfare program, aging problems, health services, minority issues, public school problems, and child welfare services. Faculty reported that the community trainers gave insights which they themselves could not have provided and which could not have been picked up from textbooks.

In addition, one Community Task Force member, a school attendance officer, held informal meetings at his home which SCP students attended. These meetings included teachers, counselors, parents, and public school students who discussed specific school concerns. Students reported these meetings as being particularly helpful in aiding them to see what some of the issues and concerns of Black students and parents were, and to hear how problems are articulated by a target group as opposed to the more intellectual jargon of professors, school administrators, and textbooks.

While many of the people who were listed as potential trainers by the Community Task Force were not used, the list was of service to Jane Addams faculty who are inclined to use community people as resources but are not familiar with specific persons. The work of the Community Task Force afforded an opportunity to use people who are representative of a client population rather than those who "speak for" that population and introduced the idea of greater use of indigenous community resources.

Dissemination of JASSW Training Model

Since the SCP program was conceived as a developmental program designed to train graduate students for new roles in school social work, dissemination of information on the concepts, techniques, problems, and successes of the program was a primary objective. A special effort was made to reach other social work educators, school administrators, pupil personnel workers, the parents, and state Departments of Pupil Personnel Services.

As the SCP faculty traveled around the country in various roles as consultants, trainers, conference participants, and workshop leaders, they disseminated information about the program informally. A total of ten publications and five formal speeches have been based on insights or material resulting from experience with the SCP program. (See Appendix K for a list of publications.) A handbook on the SCP program was written for school districts by one faculty member. Many of the handouts originally developed for use in classroom or workshop training had such general applicability that they, too, have been used as dissemination material.

The Midwest Center organized dissemination workshops, and the Jane Addams faculty participated in two of these: The American Personnel and Guidance Association Conference in Chicago in November, 1971, and the American Personnel and Guidance Association Conference in New Orleans in April, 1974. At these conferences written papers, brochures, and slides of program activity were presented for conference participants.

SCP faculty led two major workshops which specifically described the SCP program to state and national conferences.

SCP brochures were distributed at booths of at least two national social work conferences.

In addition to a summer institute on group and community approaches to school social work co-directed by two SCP faculty, a series of all-day workshops were organized by SCP faculty with pupil personnel workers for the purpose of interpretation, evaluation, and dissemination.

SCP faculty consulted with and shared information with the Office of State Public Instruction in Illinois and with interested professional associations such as the Illinois Association of School Social Workers.

SCP students and interns were also active in dissemination. Interns initiated radio interviews and television coverage. Local papers in some of the communities in which interns were placed ran feature stories. In 1972 an article was placed in the hometown newspaper of each intern. P.T.A. and organizational newsletters have described the work of specific interns. One student intern's project was of such interest that in addition to a featured article, it was the subject of letters to the editor and commentary on a local talk show. Interns also led workshops. They had contacts with numerous social service agencies and while seeking information about those agencies, they talked about the SCP program. On the questionnaire all interns agreed that public relations are important. Nine spent 25% or less time in public relations, 4 spent 26-49%, 4 spent 50-75%, and 2 spent no time, and 2 spent all time. (See question 31A for specific examples of dissemination activities.)

The Community Task Force also held some meetings during the spring of 1972 to disseminate information to community organizations in the Champaign-Urbana area and individual members spoke informally to other community persons.

School Social Workers and the Job Market

In order to accomplish the objective of exploring the present employment situation and future objectives for B.S.W. level workers in school systems, Estie Bomzer conducted the following activities:

1. Requested information from state board of education as to:
   a. requirements for school social workers,
   b. opportunities for the employment in school systems of graduates with undergraduate training in social work.
2. Compiled and tabulated the returns from the state boards of education.
3. Met with students who are graduates of the University of Illinois with social welfare majors and are presently employed within the school systems.
4. Met with undergraduates who expressed an interest in social work in school systems and explored the:
   a. possibilities offered by volunteer experiences,
   b. academic possibilities of courses within the Jane Addams School,
   c. selection of electives from within the larger university offerings.

Forty-three state boards of education responded to the request for information. Twenty-six states require a Master of Social Work degree, although seven of these will accept a Bachelor of Social Work degree with additional experience or course work. One state accepts a Bachelor of Social Work as the only requirement. Two states have no school social workers. Twelve states reported that they do not have state certification, although local school districts may employ social workers.

The specific breakdown of state requirements follows:

No State Certification

Alabama	Oregon
Louisiana	South Carolina
Mississippi	South Dakota
Missouri	West Virginia
Montana	Tennessee
North Dakota	Pennsylvania

No School Social Workers

Maine
North Dakota

Programs Currently being Re-evaluated

Michigan	New Jersey
Missouri	Tennessee
New Hampshire	West Virginia

States Accepting BSW as entry degree with additional requirements

Alaska	New Jersey
Florida	North Carolina
Michigan (provisional)	Wyoming
Minnesota	Indiana (provisional)

No Response

Arkansas	Nebraska
California	Oklahoma
Connecticut	Texas
Kentucky	Washington
Maryland	

States accepting MSW as entry degree

Arizona	New Jersey
Colorado	New Mexico
Delaware	New York
Florida	North Carolina
Georgia	Ohio
Hawaii	Rhode Island
Illinois	Utah
Idaho	Vermont
Iowa	Virginia
Kansas	Wisconsin
Michigan	Wyoming (+ exp.)
Minnesota	Indiana
Nevada	Massachusetts

Summary of Evaluation Results

1. A total of 52 students were enrolled in the SCP program during the three years of its operation. Of these students, 40.3 percent were from minority groups and all minority students received funding. More than 75% of the Office of Education stipends were used to support minority students.
2. New courses which were open to all students but required for students in the SCP program were introduced to the Jane Addams School of Social Work curriculum. Course content focused on cultural awareness, planned system change, consultation theory and practice, teaming, community involvement, and field-based instruction. Students rated these courses from good to excellent in the area of general course evaluation. The individual student scores on the pretest-posttest showed cumulative improvement although improvement was not great enough to meet the criteria of success in all categories measured.
3. The majority of students indicated that background gained through coursework was adequate to enable them to carry out a planned approach to system change. They were able to put into practice such SCP concepts as teaming and a planned approach to solving problems. The majority of students indicated that they also practiced casework as part of their direct service activities and as a way of gaining acceptance in the school system.
4. Half of the administrators felt that they had received an adequate explanation of the SCP model from project faculty. The majority of administrators reported that interns worked fairly independently, used the team approach, and asked administrators for sanction for their plans. However, they also felt that the interns' lack of training and experience was a handicap in handling certain problem situations. The majority of field instructors were in favor of a continuation of the SCP program and approved of the approach when it was used in conjunction with traditional casework methods. Problems listed by the field instructors included interns' lack of knowledge or inexperience in working with the school system.

5. Members of the community task force were involved in the training of students during 1973-74. They gave presentations in class and held informal discussions with students. Faculty reported that the community trainers gave insights that they themselves could not have provided and which could not have been learned from textbooks.
6. Dissemination efforts included published papers, presentations at professional meetings, workshops, and news articles. Interns themselves gave workshops, addressed organizational meetings, and interpreted the SCP model through the media.
7. A total of 43 states responded to the questionnaire on certification requirements. Twenty-six states require a Master of Social Work degree although 7 of these will accept a Bachelor of Social Work degree with additional experience or coursework. Only 1 state accepts a BSW degree as the only requirement.

The SCP Model: Summary and Recommendations

The results of the program evaluation indicate that by the end of the 3-year experimental period, faculty, school district administrators, field instructors, and student interns agree that the SCP approach to school social work should be continued. Imperfect as any beginning venture is likely to be, the model has held up in spite of a variety of problems. While interns did not achieve equal degrees of success in making systems change, and school district personnel did not express equal degrees of satisfaction, the general reaction to the model (as expressed in evaluation questionnaires and in interviews) has been favorable.

Modifications have been made in the SCP program as it developed, and orientation and training content have been adapted to fill gaps in students' and schools' existing levels of information. The project faculty have had some second thoughts on the conduct of the practice seminar, and plan to more tightly integrate theory and practice. It has also become evident that troubleshooting and guidance in problem solving are important parts of field supervision.

Student Training Gaps

Although philosophically in agreement about the need for change in school social work, especially in regard to systems change, the SCP students reported some gaps in training. The training component of the model may have been too theoretical for the inexperienced student/intern. Students indicated they would have welcomed better skills preparation: simulation techniques, group games, planning skills (especially group planning), role playing, and more emphasis on problem-solving techniques. Often, planning techniques were learned through trial and error "inservice training" during field placement. Observing other pupil personnel workers, principals, and teachers interact with pupils and deal with school problems supplemented formal training but also delayed the intern's project work.

In spite of the above comments, interns were almost unanimous in expressing the opinion that experience in actually working in a school system could not be simulated in a training course. The interplay of individuals, the many facets of any situation, the politics and pressures affecting a school system had to be experienced and assimilated by the interns on site. However, students felt that more realistic expectations, and greater emphasis on planning techniques and information resources would have improved course content. Students also urged that more class discussion center around real school issues likely to be found in present school situations.

A reassuring note is that most students reported on the questionnaire that they were able to plan for systems change as a result of the background gained from coursework.

School District Reception

In general, the SCP project has been well received by the school districts involved. Districts which were at first reluctant to allow their pupil personnel service workers to supervise interns now regularly assign social workers or counselors to be field instructors. As field instructors and administrators have become more familiar with the SCP project and the work of the interns, their willingness to facilitate projects in their own schools has increased. Interns spend less time in explanation of the model in these schools, and can begin early in their field practicum to identify problem complexes and initiate change efforts.

This year there has been an increase in the number of school districts who have asked for interns; there will be too few interns to fill placement requests. Several administrators and pupil personnel workers have expressed appreciation for the SCP experience because they feel they have learned new ways of handling problems or preventing the development of problem situations. In addition to bringing a new approach to school social work, interns have demonstrated teaming and often provided relief to the social workers regularly employed by the school district.

Effect on the Jane Addams School

At the Jane Addams School of Social Work, faculty not involved in the SCP project have been informed about the program and watched its development. They have seen another view of school social work introduced as an expansion of the traditional casework approach. Next year, some faculty members will continue to teach in the SCP program, and new students are now being accepted for training in the SCP model. The

SCP courses introduced into the School of Social Work curriculum have become part of the regular academic schedule. More than half the students now graduating from the SCP program are planning to continue in school social work.

The first-year students who conducted the evaluation of the SCP program this year will be entering their internship period during 1974-75. Evaluation of their work will be conducted in the fall of 1974.

Publications are being planned by the project faculty and the Midwest Center to further disseminate information about the SCP model of school social work. Former dissemination efforts included journal articles, presentations at professional conferences, and newspaper feature stories.

Recommendations

From the evaluation results and the SCP program experiences, it is possible to make recommendations regarding the ongoing process of the SCP program:

1. To improve the quality of the course content.
   A. Faculty teaching the practice seminar should integrate theory and practice more effectively.
   B. Additional field learning experiences should be incorporated into the classroom during the first year of academic work.
   C. Incoming students should be involved in the ongoing evaluation of the program.
2. For continuity, a coordinator should be retained to serve as project director and SCP faculty should continue to function as a team, meeting regularly to discuss project progress.
3. In order to give greater support to participating school districts and students.
   A. Field placement sites should be geographically located nearer to the Jane Addams School of Social Work.
   B. Faculty should assume greater responsibility for interpretation of the program.
   C. Continuing liaison work must go on between faculty and field personnel.

The experimental program of the past three years has demonstrated that training in the School-Community-Pupil model can contribute to the development of a "new professional" in school social work. It is hoped that further experience with the model will confirm the usefulness of the SCP approach to systems change.

APPENDIX A

Course Descriptions

UNIVERSITY OF ILLINOIS
Jane Addams School of Social Work

Fall, 1973
Urbana, Illinois

S. W. 461 – Intervention Strategies for Institutional Change

This course is designed to bridge the theoretical knowledge of institutional change in school systems and actual experience as a change agent in the school system. A companion course (461 E) will relate to the concerns in educational systems from an analytical and theoretical point of view; this course will deal with the generic strategies one might use in intervening in those concerns and issues. While the educational system is the focus, the strategies discussed will be generic to other institutions and systems.

Objectives

1. To be able to explain the concept of a "change agent" in a client-system.
   a) To define the roles, relationships, attitudes, and tasks of the "change agent" in educational systems.
2. To be able to predict the resistances to change.
   a) To be able to identify the resistances which change agents mee
3. To diagnose educational issues with a view toward using problem-solving approaches.
   a) To identify the complexity of the issues.
   b) To solve a theoretical educational issue using a problem-solving method.
   c) To select the problem-solving approach which is most appropriate for an issue.
4. To experience the use of intervention methods outside of the classroom.
5. To begin participation as a member of a team.

Plan of the Course

There will be several kinds of short-term assignments. Some of these will evolve from requests of second year interns or community organizations. Students will be expected to attend workshops or meetings which are appropriate and of which we may not have much advanced knowledge. Students may also occassionally sit in on practice seminars of interns already placed in the schools.

Reading List

All students will be required to read these articles noted by an asterisk (*) which will be found in these books:

The School in the Community, Rosemary Sarri and Frank Maple (eds.), NASW, 1972.
Change in School Systems, Goodwin Watson (ed.) National Training Laboratories, 1967.
Other readings will be divided by teams.

The organizing generalizations are specific to the class discussion and readings. Obviously, other generalizations could be made. The concepts are interlocking and not easily separated.

Weeks 1 and 2

Key Concept - Organizational Development. Organizing generalization: the function of organizational development programs is to help an organization improve the extent to which it accomplishes its intended goals or carries out its functions.

*Sarri, Rosemary, "Education in Transition," *The School in the Community,* pp. 15-29.
*Costin, Lela, "Social Work Contribution to Education in Transition," *The School in the Community,* pp. 30-43.
*Wassenich, Linda, "Systems Analysis Applied to School Social Work," *The School in the Community,* pp. 196-210.
*Willis, Jerry and Willis, Joan, "The Mental Health Worker as a Systems Behavioral Engineer," *The School in the Community,* pp. 211-232.
*Case History - The School-Community-Pupil Program Plan of Operation 1973-74.
Burke, W. Warner and Schmidt, "Management and Organization Development," *Personnal Administration,* March - April, 1971, pp. 44-56.
Bertrand, Alvin, "The Stress-Strain Elements of Social Systems: A Mirco Theory of Conflict and Change," *Social Forces,* Vol. 42, pp. 1-9.
*Miles, Matthew, "Some Properties of Schools as Social Systems," *Change in School Systems.*
Miller, Mike, "Notes on Institutional Change," *Social Policy,* Nov./Dec. 1972, pp. 36-43.

Week 3

Key Concept - Resistance to Change. Organizing generalization: there are many reasons for resistance to change; some of these reasons may be desirable.

Watson, Goodwin, "Resistance to Change," *Concepts of Social Change,* Goodwin, Watson (eds.) pp. 10-23.

Klein, Donald, "Some Notes on the Dynamics of Resistance to Change: The Defender Role," ibid.

Weeks 4 through 9

Key Concept - Change Agentry. Organizing generalization: The change agent works in a planful or conscious way in his work with consumer (client) systems including his strategies for collaborative work, his diagnostic assessment of needs and his self-evaluation of the efforts. Approaches, attitudes, roles, and functions are subsumed under the following readings:

*Nieberl, Helen, "Breaking out of the Bind in School Social Work Practice," *The School in the Community*, pp. 151-160.

*Jung, Charles, et al., "An Orientation and Strategy for Working on Problems of Change in School Systems," *Change in School Systems*, pp. 68-88.

*Watson, Goodwin, "Toward a Conceptual Architecture of a Self-Renewing School System," *Change in School Systems*, pp. 106-114.

*Jung, Charles, "The Trainer Change Agent Role Within a School System," *Change in School Systems*, pp. 39-105.

*Alderson, John J., "Models of School Social Work Practice," *The School in the Community*, pp. 57-74.

Panitch, Arnold and Green, Karen, "Community Organization in the High School" Journal.

*Bielecki, Johanna, "Comprehensive Social Work in the Secondary School," *The School in the Community*, pp. 254-274.

*Lickson, Jeffrey, "Community Organization in School Social Work," *The School in the Community* pp. 245-253.

Taylor, James B., "Introducing Social Innovation," *Journal of Applied Behavioral Science*, VI, 1970, pp. 69-77.

Kowitz, Gerald T., "Stop Innovating Till You've Read This," *The American School Board Journal*, Vol. 158, Feb. 1971, pp. 32-35.

Vargus, Ione, "Black School Social Workers in the Struggle," *Afram Library*

*Zweig, Franklin M. and Morris, Robert, "The Social Planning Design Guide: Process and Proposal," *Social Work*, Vol. 22, No. 2, April 1966, pp. 13-21.

*Deshler, Betty and Erlich, John, "Changing School-Community Relations," *The School in the Community*, pp. 233-244.

Weeks 10 and 11

Key Concept - Socialization. Organizing generalization: Many learners are inculcated with attitudes which do not "rock the boat" and therefore perpetuate existing conditions.

*Lippit, Ronald, "Improving the Socialization Process," Watson, *Change in School Systems*, pp. 30-50.

Ryan, William, "The Social Welfare Client: Blaming the Victim," *The Social Welfare Forum*, National Conference on Social Welfare, 1971, pp. 41-54.

Fuchs, Estelle, "How Teachers Learn to Help Children Fail," *Transaction*, Vol. 5, No. 9, Sept., 1968, pp. 45-49.

Hamilton, Charles, "Education in the Black Community: An Examination of the Realities," *Freedomways*, Vol. 8, No. 4, Fall, 1968, pp. 319-324.

*Burgest, David, "Racism in Everyday Speech and Social Work Jargon," *Social Work*, July, 1973, pp. 20-25.

Shattuck, Gerald M., and Martin, John, "New Professional Work Roles and Their Integration into a Social Agency Structure," *Social Work*, Vol. 14, No. 3, July 1969, pp. 13-20.

Saunders, Marie, "The Ghetto: Some Perceptions of a Black Social Worker," *Social Work*, Vol. 14, No. 4, Oct. 1969, pp. 84-88.

Miller, Henry, "Social Work in the Black Ghetto: The New Colonialism," *Social Work*, Vol. 14, No. 3, July 1969, pp. 67-76.

Smith, Paul, "The Role of the Guidance Counselor in the Desegration Process," *Journal of Negro Education*, Vol. 40, No. 4, Fall, 1971, pp. 347-351.

Two Case Histories – Consultant to the Administrator. Types of Decision-Making: A Class Presentation.

Wasserman, Harry, "The Moral Posture of the Social Worker in a Public Agency," *Public Welfare*, Vol. XXV, No. 11, January 1967, pp. 38-44.

Weaver, Edward, "The New Literature on Education of the Black Child," *Freedomways*, Vol. 8, No. 4, Fall 1968, pp. 367-376.

Kozol, Jonathan, "How Schools Train Children for Political Impotence," *Social Policy*, July/August 1972.

Ladd, Edward T., "Due Process for Students in Public Schools" *Social Policy*, Sept./Oct. 1971.

*Pawlak, Edward J., "Labeling Theory and School Social Work" in *The School in the Community*, pp. 136-147.

Weeks 12 through 15

Key Concept - Citizen Participation. Organizing generalization: individuals who have some control and some decision-making in the change efforts that affect their lives may have more commitment to the Change.

Lowerstein, Edward R., "Citizen Participation and the Administrative Agency in Urban Development." *Social Service Review*, Vol. 45, No. 3, Sept. 1971, pp. 289-301.

Hyman, Herbert, "Planning with Citizens: Two Styles," *Journal of American Institute of Planners*, Vol. 35, March 1969, pp. 105-114.

Arnstein, Skerry, "A Ladder of Citizen Participation," *Journal of American Institute of Planners*, Vol. 35, July 1969, pp. 216-224.

Gittel, Marilyn, "The Potential for Change: Community Roles," *The Journal of Negro Education*, Vol. 40, No. 3, Summer 1971, pp. 216-224.

Schindler-Rainman, Eva, "Are Volunteers Here to Stay?" *Mental Hygiene*, Vol. 55, No. 4, Oct 1971, pp. 511-515.

Film – "I Ain't Playin' No More."

Handlin, Nathan, "The Organization of the Client's Advisory Committee," *Public Welfare*, Vol. XXV, No. 4, Oct. 1967, pp. 270-277.

Berube, Maurice, "Community Control to Educational Achievement," *Social Policy*, Sept./Oct. 1971, pp. 48-50.

Teamwork

Case History – Interdisciplinary Teams

Conflict

Horowitz, Irving L., "Concensus, Conflict and Cooperation: A Sociological Inventory," *Social Forces*, Vol. 41, pp. 177-188.

Wedemeyer, John M., "Advancing Equal Opportunity by Changing the System." *Public Welfare*, XXIV, No. 2, Apr. 1966, pp. 123-130.

Mack, Raymond W., "The Components of Social Conflict," *Social Problems*, Vol. 12, No. 4, Spring 1965, pp. 388-397.

Wittes, Simon, "Conflict Resolution in the Secondary School," *School in the Community*, pp. 75-87.

Coleman, James, *Community Conflict*, Free Press of Glencoe.

UNIVERSITY OF ILLINOIS — Fall, 1973-74
Jane Addams Graduate School of Social Work — Urbana-Champaign

S. W. 461 E – Social Work and Public School Education

Course description:

Social work in relation to the schools as a process in pupil-school-community relations. Analysis of the school as a social system with attention to the rights and responsibilities of its various personnel and student and citizen clients. Examination of major problem areas within public school education and the resultant socio-legal policy issues which affect equality of education. Some attention to current educational innovations. Social work concerns with education as a continuum from preschool to beyond the high school years.

1. To describe and contrast the underlying philosophy, target problems, goals, and required skills of two models of social work practice in the public schools: (a) intervention into a system of interacting pupil-school-community relations; (b) the "traditional" clinical model.
2. To describe and evaluate the public school as a social system: the roles and responsibilities of its various personnel and clients; the legal framework in which it is established, maintained, and controlled; its unity and complexity of interacting personalities and functions.
3. To describe and evaluate current criticisms of the public school in terms of (a) causal factors and (b) effectiveness of the school's responses to these criticisms.
4. To identify and reduce to a succinct written statement the major social work concerns in relation to (a) the continuum of public education (preschool to higher education) and (b) resulting public social policy issues.
5. To identify and illustrate with examples the commonalities among (a) client characteristics (b) problems in the delivery of social services, and (c) effective solutions within major societal systems, i.e., public education, criminal justice, mental and physical health services, and programs of economic security.

6. To develop and extend attitudes that reveal enthusiastic readiness to work comfortably and effectively within the social system of the public schools.

S. W. 491 Research Seminar

Evaluation Design: 1973-74

1. *Students in the SCP Program at Entry (1971-1973)*

Objective: Selection of students who can work effectively on problem complexes of school-community-pupil relations.

Criteria:
- *A. Undergraduate degree with 20 hours of social science.
- *B. 3.75 undergraduate grade point average.
- C. Stipends awarded to students with background in educational psychology, and education.
- D. Majority of stipends awarded to minority group students.

Data: Analysis of data from student folders of those admitted to the SCP program.

*Graduate school requirement.

2. *Coursework*

Objective: To teach the model of the "new professional" to first year interns in the SCP program during the nine months of academic study through courses on Social Work and Public School Education, Intervention Strategies for Institutional Change, Research Seminar*, and Practice Seminar.*

Criteria:
- A. 75% of students who scored low (3 or 4) on a pretest given at the beginning of the course, would score high (1 or 2) on the posttest in the different areas of facts, skills, attitudes, problem-solving abilities, and ability to deal with systems change.
- B. Good evaluation of course content indicating student satisfaction with extent to which course objectives were achieved.

Data: Pretest-posttest, evaluation questionnaire.

*These courses dealt with the actual evaluation and the field practicum and as such, no pretest-posttest data were gathered for these courses.

3. *Practicum*

Objective: The Second Year interns practice the SCP model which embodies a planned approach towards having an impact on problem complexes of SCP relations, the approach involving work in interdisciplinary and intradisciplinary teams.

*The evaluation design also served as course outline.

Criteria:
- A. Completion of needs assessment of SCP system.
- B. Needs discussed by core team members and a written plan of operation developed with a specific time frame to insure completion of stated goals and provide a standard by which interventions can be evaluated.
- C. Obtain administrative sanction for plan of operation.
- D. Task-specific team developed and tasks assigned.
- E. Implementation of plan of operation.
- F. Reporting of ongoing activities to appropriate school personnel.
- G. Evaluation of result of intervention activities.

Data: Plan of operation, logs, volume-count, time-role analysis, performance objectives, questionnaire administered to all second-year interns on evaluation of activities during practicum and summary interviews.

4. *School Personnel*

Objective: to have school personnel understand the SCP program and accept the SCP students as interns in their schools.

Criteria: Sanctioning of majority of plans of operation.

Data: Questionnaires administered to administrators and field instructors and supervisors in participating school districts. Interns' perceptions of school personnel also included.

5. *The Champaign-Urbana Community Task Force*

Objective: Input from the Community Task Force in the preparation and training of students.

Criteria:
A. Provide knowledgeable resource people for classroom instruction.
B. Provide settings for practicum experience during the first year of academic work.

Data: Information supplied by project director.

6. *Dissemination of JASSW Model of Training the New Professionals*

Objective: Dissemination of model to appropriate educational institutions, agencies, and personnel involved in SCP relations.

Criteria: High number of requests received and initiated for opportunities to disseminate the model.

Data: Interview with SCP staff and interns about relevant activities and compilation of reports prepared dealing with such activities.

7. *School Social Workers with Bachelor of Social Work Degrees*

Objective: Explore present employment situation and future opportunities for B.S.W. level workers in the school system.

Criteria:
A. State certification requirements for school social workers.
B. Levels of expectations for B.S.W. workers in the school system.

Data: Being gathered.

APPENDIX B

Field Evaluation Documents

UNIVERSITY OF ILLINOIS
The Jane Addams Graduate
School of Social Work

Practicum (Field) Evaluation

_____ _____
Name of Intern Today's Date

_____
Period of Time Covered by Evaluation Report

_____
School and/or District Assignment Mailing Address

Name of Field Instructor

I have reviewed with my field instructor this completed evaluation.

_____
Signed (name of intern)

_____
Signed (name of field instructor)

UNIVERSITY OF ILLINOIS

The Jane Addams Graduate
School of Social Work

Richard J. Anderson

S.W. 468-469 Student Responsibility, Concurrent Log of Field Work Activities

A log fulfills at least two functions for the compiler. It is a means of noting major activities in which time and effort have been expended, and a method of describing the range and quality of the activities.

As such it allows the compiler to look back from time to time to take stock of accomplishments and to set new learning goals. For the field instructor and the faculty it is an essential method of assessing the adequacy of the learning experience.

The log is different from a time analysis in that only those activities judged by the compiler as important are included; all others are left out of the log. A time analysis would account for everything.

The important activities included in the log should be identified by date and described with brief statements indicating the PURPOSE of the activity, WITH WHOM accomplished, and the PRODUCT (why was it done and what was done). From time to time summary notes in reference to your use of various social work methods and techniques should be noted. The activities should be noted by date and checked (✓) if they are a part of your plan of operation. All other important activities should be noted also by date but not checked.

In addition to the activity statements a volume count of activity is important. Due to the variety of field learning sites it is not feasible to include all categories of persons that were contacted in this illustration below. Each student should maintain the log's volume count and turn it in to the field liaison faculty monthly.

EXAMPLE: VOLUME COUNT

Month of (September) _____ Field Placement: (Agency Name) _____

Student: (R. J. Anderson) _____

Number of Contacts Per: _____

Category of Contacts	Individual	Group	Consultation
Children	8	24	0
Parent(s)	15	30	3
Teachers	20	3	14
Pupil Personnel Workers			16
School Administrators			10
Social Agency Staff			15
Citizens	20	150	
etc.			

Definitions: Individual—Direct service, one-to-one
Group—All forms of group work or group meetings
Consultation—Discussions with others about "clientele," no direct services offered to the consultant or consultee.

Sample daily Log Page for important activities. Intern Name _____
Field Instructor _____
Month of _____ School Address _____
Date _____ Purpose (why) with whom _____ Product or outcome _____
Was purpose accomplished (yes, no, or partly accomplished)

UNIVERSITY OF ILLINOIS
The Jane Addams Graduate
School of Social Work

Return to:
Richard J. Anderson
1207 West Oregon
Urbana, IL 61801

Time/Role Analysis in Social Work Practice

A time/role analysis provides important data on how social workers utilize their time. Common terminology to describe "roles" is sorely lacking. Recently, Teare[1], under the auspices of the Southern Regional Education Board, has produced through a symposium, twelve roles in social welfare. They are listed and defined on the attached pages. You are requested to complete the time/role analysis for a one week sample period. A time/role analysis is simple but aggrevating to complete.

List the SREB role you fulfilled for each one-half hour time period of the working day, excluding lunch and personal time. Use the alphabetical letters by each role definition in the time periods for each day of the week, according to your best judgment of the role you then fulfilled. Try not to use *O* for other, except when necessary, and then explain on a separate page. Lunch and personal time may be omitted. Travel time should be counted under the role fulfilled when you completed (the purpose of) the travel. Example, 15 minutes of travel for a home visit is to be counted under the primary role you carried during the home visit.

Thank you for your assistance. If you would like a copy of the results please check the box at the bottom of the page and include your mailing address.

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1 Robert J. Teare, Harold L. McPheeter, *Manpower Utilization in Social Welfare—A Report of a Symposium on Manpower Utilization in Social Welfare Services.* S.R.E.B., Atlanta, Georgia 30313, June 1972. (A Revised Proposal.)

Last First
Name of Person

Name of Agency

City

Week of _____

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:30					
8:30 - 9:00					
9:00 - 9:30					
9:30 - 10:00					
10:00 - 10:30					
10:30 - 11:00					
11:00 - 11:30					
11:30 - 12:00					
Lunch					
1:00 - 1:30					
1:30 - 2:00					
2:00 - 2:30					
2:30 - 3:00					
3:00 - 3:30					
3:30 - 4:00					
4:00 - 4:30					
4:30 - 5:00					
Evening Hours specify time					

☐ Send me a copy of the results. My mailing address is:

Street

City State Zip

S.R.E.B. Social Work Roles

A. Outreach Worker—implies an active reaching out into the community to detect people with problems and help them to find help, and to follow up to assure that they continue toward as full as possible a fulfillment of their needs.

B. Broker—involves helping a person or family get to the needed services. It includes assessing the situation, knowing the alternative resources, preparing and counseling the person, contacting the appropriate service and assuring that the client gets to it and is served.

C. Advocate—this has two major aspects:
   1. pleading and fighting for services for a single client whom the service system would otherwise reject (regulations, policies, practices, etc.)
   2. pleading or fighting for changes in laws, rules, regulations, policies, practices, etc., for all clients who would otherwise be rejected.

D. Evaluation—involves gathering information, assessing client or community problems, weighing alternatives and priorities and making decisions for action.

E. Teacher—includes a range of teaching from simple teaching (i.e., how to dress, how to plan a meal) to teaching courses in budget or home management, to teaching in staff development programs; teaching aims to increase peoples' knowledge and skills.

F. Behavior changer—includes a range of activities directed to changing peoples' behavior rather precisely. Among them are simple coaching, counseling, behavior modification and psychotherapy.

G. Mobilizer—involves working to develop new facilities, resources and programs or to make them available to persons who are not being served.

H. Consultant—involves working with other persons or agencies to help them increase their skills and to help them in solving their clients' social welfare problems.

I. Community Planner—involves participating and assisting in planning of neighborhood groups, agencies, community agents or governments in the development of community programs to assure that the human service needs of the community are represented and met to the greatest extent feasible.

J. Care Giver—(This was not well defined in the symposium)—involves giving supportive services to people who are not able to fully resolve their problems and meet their own needs, such as supportive counseling, fiscal support, protective services, day care, 24-hour care.

K. Data Manager—includes all kinds of data gathering, tabulating, analysis, and synthesis for making decisions and taking action. It ranges from simple case data gathering, through preparing statistical reports of program activities to evaluation and sophisticated research.

L. Administrator—includes all of the activities directed toward planning and carrying out a program such as planning, personnel, budgeting and fiscal operation, supervising, directing, and controlling.

O. Other—specify.

APPENDIX C

Performance Objectives Instrument

UNIVERSITY OF ILLINOIS
The Jane Addams
School of Social Work

SCP

Performance Objectives as an Evaluative Device

Early in the program's operation the need was identified for the development of an instrument to better evaluate interns performance during the practicum. Consequently, through extensive discussions with the SCP faculty, practice (Field) instructors, and two cycles (classes) of interns, a set of performance objectives were developed. This instrument, created through five revisions over two years, was used for the first time in the fall semester, 1973. Its purpose is to identify relatively discrete bits of behavior that are identified as part of the objectives of the SCP program. In its present form (attached), it needs further revision and editing based on intern-field instructor comments from its use. Overall, it can be concluded from user remarks that

a) it does identify SCP goal behavior

b) it describes this behavior in terms more closely related to performance than previous instruments.

The performance objectives instrument was administered three times as follows:

September: Upon entry to the school site the intern did a self-appraisal

Mid semester: Intern and field instructor jointly completed the instrument

Semester end: Intern and field instructor jointly completed the instrument

Conclusions - The instrument consists of three parts, or overall goals dating back to the original proposal goals. Parts A and C were to be rated on a five point scale with (1) knowledge comparable to a lay person, (3) average and typical for a graduate student in social work, and (5) characteristic of a very competent, experienced social worker. Part B was designed to provide illustrative examples of the interns work.

September entry self-evaluation group mean score	3.38
Mid semester group mean score	3.59
End of Semester group mean score	3.88

Intern self-evaluation ranged from 2.73 to 4.16 with the mean of 3.38. This suggests that most interns were able to be reasonably realistic about their entry state of performance. With the remaining two evaluation group mean scores each higher than the previous one, it can be inferred that the interns made good progress during the semester practicum. Final evaluation scores ranged from 2.69 to 4.52. Two of the lowest scores were obtained by two students placed in a special preschool program for handicapped children. Through conversation it was determined that their progress was satisfactory, but the performance objectives instrument was not congruent with the learning experiences of this non SCP learning situation.

Other interns and field instructors reported using the evaluation instrument as an aid for insuring appropriate learning experiences. However, from the use of the instrument with the preschool education setting, it is important to ascertain prior to placement of students that the behavior identified as learning goals in the instrument is actually attainable in the practicum site. Otherwise, its use is disharmonious to the learner's evaluation.

This instrument, even in its present imperfect form, provides direction, definition, and shape to practicum learning experiences with a simple means for the evaluation of learner progress. It may be one of the more important products of the three year SCP program.

Richard J. Anderson
May 7, 1974

Performance Objectives Instrument

Part A. Objective A - *Theory and Knowledge Base for Practice: Rating Scale*

Low 1 2 Av 3 4 V.High 5

The five item rating scale represents 1, low; knowledge comparable to the typical lay person; 3, average for a graduate student in social work, and, 5, very high characteristic of a very competent, experienced social worker. Rate the intern on each item.

Rating No. for each item-1 2 3 4 5

1. Knowledge of how the school functions as a social system. _____
2. Knowledge of the state school code and how its legislation affects the administration, teachers, pupils, and parents. _____
3. Knowledge of Intervention Strategies. _____
   - 3. 1 Knowledge of the change agent's role and functions _____
   - 3. 2 Knowledge of problem-solving process _____
   - 3. 3 Knowledge of the problem areas within the school and community _____
   - 3. 4 Knowledge of the driving and restraining forces within the school and the community _____
   - 3. 5 Knowledge of information and referral resources within the school and community _____
4. Knowledge of Community Organization Methods. _____
5. Knowledge of Group Work. _____
6. Knowledge of Casework Practices. _____
7. Knowledge of how to work effectively as an integral part of a pupil personnel service team. _____
8. Knowledge of use of self and how to influence others. _____
9. Knowledge of how to draw up clear cut proposals with specific goals and objectives. _____
10. Knowledge of roles, responsibilities, and interactive processes of the various pupil personnel workers. _____
11. Knowledge of cultural diversity and language barriers in pupil population. _____
12. Knowledge of human relation techniques with children. _____
13. Knowledge of current literature and research concerned with children and the schools. _____

Part B. Objective - *The Various Tasks and Responsibilities of the School Social Work Intern Operating in a Team Situation*

Evaluation responses and remarks should be made on separate sheets for each intern.

1. a. An intern team designates a team liaison person who serves as the primary contact with administration.
   b. An intern on a team with other school staff demonstrates a working relationship with the staff member responsible to administration.
2. a. The intern team obtains sanction from appropriate school officials for the problem situations it will address.
   b. The intern assigned to a school staff team demonstrates understanding of sanctions from school officials, or participates in obtaining it.

3. The team completes a needs assessment or otherwise identifies problem situations of importance to the school. Describe intern's role in this process.
4. From the several problem situations identified, team interns select one or more that is within their sphere of competence. Describe the problem situations identified and selected by each intern.
5. Team interns demonstrate competency in understanding and use of community and school resources. Please provide examples.
6. Team interns experience preparing minutes or memos of team activity. Attach examples of this intern's best work.
7. Team interns demonstrate knowledge of important professional and non-professional associates in the schools and in the community. Please illustrate with examples.
8. Team interns participate or initiate the following activities and services.

Activity	*Participate*	*Initiate*	*Not Applicable*
a. Pupil interviews			
b. Pupil groups			
c. Teacher groups			
d. Parent groups			
e. Community services; school related projects			
f. Parent interviews at home or school			

9. The team intern participates in or develops a complete plan of operations prepared in writing which includes:
   A. A statement of overall purpose, which includes the necessary information for an understanding of the problem situation.
   B. Sanctioning person(s) approval.
   C. Evidence of data gathering or base line data.
   D. Specific objectives which the team expects to be able to attain.
   E. The interventive strategy to be employed.
   F. Specific timeline events which will mark progress toward the objectives.
   G. A presentation on the means to evaluate whether or not there was progress in attaining the objectives.
   H. To whom the team will present their findings.

   Attach for each item: The plan of operation in which he/she participated or developed, identifying the part prepared by the intern.
10. At the completion of the activity described in the plan of operations in number 9, above, a final report of the work accomplished shall be prepared. The team intern's final report should include:
    A. All previous planning and activity reports and/or a summary of these activities.
    B. The basis for evaluation of the work of the team.
    C. The evaluation criteria used, including a team response in reference to the resolution or amelioration of the problem situation.
    D. Recommendations for the future for team activity or school response.

    Please attach a copy for the intern, identifying the part prepared by this intern.

Part C: Objective - *The Role and Relationships*

1. The team intern reports to team members results of a self-analysis of his/her practice skills and knowledge.

   Please check Yes ____ No ____
2. The intern functions as a member of an interdisciplinary pupil service team, either with regular school staff or with other interns.

   Please list other team disciplines
3. The team intern carries out responsibilities as assigned by the team.

   Av.

   Judgment rating Low 1 2 3 4 5 Very High
4. Team intern demonstrates ability to assess children's behaviors and analyze data and reports about children.

   Av.

   Judgment rating Low 1 2 3 4 5 Very High

5. Provides consultation to teachers and administrators to help improve the learning environment.

Av.

Judgment rating Low 1 2 3 4 5 Very High
Please provide illustrative examples.

6. The team intern is able to explain own function and team purpose to teachers, parents, and pupils.

Av.

Judgment rating Low 1 2 3 4 5 Very High
Please provide examples and/or describe strengths and weaknesses.

7. Team intern communicates with and relates to pupils so that they indicate a willingness to meet with interns as needed.

Av.

Judgment rating Low 1 2 3 4 5 Very High
Discuss strengths and weaknesses of work with pupils.

8. The team intern demonstrates recognition of and respect for personal and/or group differences among pupils, parents, and school staff.

Av.

Judgment rating Low 1 2 3 4 5 Very High
Discuss problems if any, and competencies.

9. The team intern demonstrates ability to use knowledge of school policies, and school and community resources.

Av.

Judgment rating Low 1 2 3 4 5 Very High
Discuss problems and competencies, with examples.

10. The team intern displays ability to organize professional time, thereby efficiently carrying out services in behalf of pupils.

Av.

Judgment rating Low 1 2 3 4 5 Very High
Please provide comment or illustration examples.

APPENDIX D

Performance Objective Instrument
(Selected Data and Findings)

Evaluation - Selected Data and Findings

1. Students in the SCP program at entry (1971-73)

1.1 Descriptive characteristics

The data were obtained from student folders to evaluate the extent to which the criteria for admission to the Jane Addams School of Social Work and the SCP program were met.

A. Undergraduate degree with 20 hours of social science

Year	*Number of students*	*Mean*	*Range*	*Under 20 Hours*	
1971	13	33.1 hrs.	10 2/3-60 hrs.	1	8%
1972	22	34.6 hrs.	3-78 Hrs.	3	14%
1973	17	35.5 hrs.	10-66 hrs.	6	35%

In the SCP program the background of social science was not given much emphasis. There was an attempt to get students with an educational background on the theory that it might prove helpful. Of the total group 31.6 percent had undergraduate majors other than social science.

B. Undergraduate grade point average

Year	*Mean*	*Number*	*Range*
1971	4.17	13	3.60-4.83
1972	4.39	22	3.50-4.71
1973	4.32	17	3.53-4.81

The mean grade point average for the total group was 4.29. This GPA was above the minimum required for the graduate college which is 3.75.

C. Stipends awarded to students with educational backgrounds: Educational Psychology, Education.

Year	*In Above Areas*	*Stipends Awarded*	*Percent*
1971	4	4	100%
1972	8	7	88%
1973	5	4	80%

An average of 89% of all students eligible under this criteria were covered by stipends.

D. Majority of stipends awarded to minority group students

Year	*Stipends Awarded*	*Number*	*Percent*
1971	12	5	100%
1972	21	8	100%
1973	11	8	100%

All minority students were funded through stipends from the Office of Education and Illinois Office of the Superintendent of Public Instruction. In addition, other non-minority students who joined the program after initial recruitment brought stipend money with them.

2. Background variables

In addition to the data presented above, some basic demographic information was collected on all SCP students. The data are presented by the year of student's entry into the program.

AGE

Year	*Number*	*Range*	*Mean*	*Median*
1971	13	21-41	23.2	21
1972	22	21-37	24.2	21
1973	17	21-44	26.0	22

SEX

	Male		*Female*		*Total*	
Year	*#*	*%*	*#*	*%*	*#*	*%*
1971	6	46	7	54	13	100
1972	6	27	16	73	22	100
1973	4	23	13	77	17	100

RACE

	Black		*White*		*Puerto Rican*		*Total*	
Year	*#*	*%*	*#*	*%*	*#*	*%*	*#*	*%*
1971	5	38	8	62	0	0	13	100
1972	8	36	14	64	0	0	22	100
1973	7	42	9	53	1	5	17	100

MARITAL STATUS

	Single		*Married*		*Separated*		*Divorced*		*Total*	
Year	*#*	*%*	*#*	*%*	*#*	*%*	*#*	*%*	*#*	*%*
1971	10	77	2	15	0	0	1	8	13	100
1972	15	68	5	23	2	9	0	0	22	100
1973	8	47	6	35	2	11	1	5	17	100

2. Coursework

A. Pretest-Posttest Results

An essay test was given to all students enrolled in "Social Work and Public School Education" prior to and following completion of coursework. The same pretest-posttest design was followed for the course "Intervention Strategies for Institutional Change." The tests were based on the course objectives as defined by the instructors and the answers were categorized and rated on a 1-4 scale with the highest rating (1) indicating satisfactory knowledge. Information was collected for the following categories:

1. Facts to be learned
2. Attitudes to be changed
3. Skills to be mastered
4. Problems to be solved
5. Conditions and programs to be changed.

The results indicated that the 75% criteria level was not achieved for the course "Social Work and Public School Education." There may be several reasons for this finding. This course was quite theoretical and it is possible that the students were not yet ready before the field practicum to assimilate this kind of course content. Factors of time and fatigue might be affected student performance on the tests. However, the individual student's scores showed cumulative improvement even though the improvement was not great enough to meet the criteria of success determined in the evaluation. The actual overall gains were as follows:

1.	Facts	34 points
2.	Attitudes	17 points
3.	Skills	20 points
4.	Problems solved	10 points
5.	Programs changed	22 points

The course "Intervention Strategies for Institutional Change" satisfied the 75% criteria level in the area of facts, skills, problems solved, and attitude changes but failed to meet the objective in the area of conditions and program to be changed. One possible explanation may be that the concept of systems change is too complex and abstract for some students to internalize. Moreover, although social work students may be familiar with intervention at the individual level, they are not generally as sensitive to intervention on a systems level.

B. Course Evaluation

Evaluation was conducted through the use of questionnaires. Copies of the questionnaires are included in the appendix.

3. Practicum

3. 1 Practicum Methodology

The intern questionnaire was developed to collect data in the following areas: intern evaluation of academic work, the field experience, the practice seminar, and information on administrators', supervisors', parents', and other community members' views of interns' work.

Since the questionnaire provided the only opportunity to collect interns' evaluations of their whole experience, questions covered a wider area than the practicum and included such topics as coursework, interns' perceptions of school personnel, and their own dissemination efforts. Data in these specific areas will be presented under the appropriate objective heading.

The questionnaire was pretested with interns who had already graduated from the program. On the basis of the pretest, revisions were made in the wording of questions, and additional items were added. The final sample consisted of 24 interns (1972-73) and alumni (1971-72). Since the questionnaire was lengthy and covered mateial in depth, it was thought that cooperation would be assured if interns and alumni were interviewed personally by the four graduate students on the evaluation team. A few questionnaires were mailed to students and alumni who lived outside of Illinois.

Confidentiality of responses was assured. In addition to the formal questionnaire data collected, the evaluation team conducted informal interviews with the interns which were later summarized by site. An example of an intern interview summary follows the questionnaire data summary.

Practicum Criteria and Summary of Responses

A. Needs Assessment

Ten questionnaire respondents felt their coursework was adequate to help them identify a problem complex from the data obtained in the needs assessment; 8 found coursework inadequate. However, 21 reported that they identified problem complexes in the school system during placement.

Two-thirds of the students completing the questionnaire reported that the background gained through coursework in needs assessment was adequate. They indicated that they completed a needs assessment while doing coursework and they evaluated their training in this area as good to excellent.

B. Core Team Members and Plan of Operation

1. *Team.* Two-thirds of the respondents said that background gained from coursework was adequate to enable them to organize a team in the school system. Eighteen agreed that the interdisciplinary team is ideal, and 11 have formed and/or are members of interdisciplinary teams. Six others are members of intradisciplinary teams. Half said they had an overall leader to maintain direction of team effort while half did not.

2. *Plan of Operation.* Nineteen felt their coursework was adequate for accomplishing a planned approach, and 20 completed a plan of operation during their coursework. Twenty-one said that the plan of operation was directed towards the schools in which they eventually were placed. All interns agreed that developing plans of operation was a realistic approach to systems intervention in a school system. Seventeen said that they had an ongoing evaluation procedure built into their plan of operation.

3. *Time Frame.* Seventeen agreed that time limits were a hindrance in implementing the plan of operation although 16 had contingency plans in case the main plan of operation developed roadblocks.

C. Administrative Sanction

Twenty had asked for sanction on all plans and 13 felt it necessary to always get sanction while 9 felt sanction was needed part of the time. Fifteen said as many particulars as needed to secure plan approval should be given. Five had all plans approved by the school authority, and 13 had 50-90% approved.

D. Task-Specific Team

Twenty-one reported they had a form of team leadership that is task oriented.

E. Implementation of Plan of Operation

Fifteen reported that with some revisions they had actually implemented the plans of operation they had made.

F. Reporting Ongoing Activities to Appropriate School Personnel

Twenty-one reported that they had presented their plan of operations to administrators, field supervisors and fellow team members.

G. Evaluation of Intervention Activities

Two-thirds felt that on the basis of background gained in coursework they were adequately prepared to evaluate intervention strategies. Eleven were given an opportunity during coursework to accomplish an evaluation of a systems intervention.

Other interesting information:

Casework. Since this model deals with alternatives to the traditional casework methods, it seemed appropriate to ask interns how much of their time was actually spent doing casework. Ten spent 25% of their time doing casework, 7 spent 26-49% in casework and 4 spent 50-75% of their time. Fifteen agreed that doing traditional casework was necessary to gain acceptance before doing systems work and 8 felt that they had had good coursework preparation in casework.

Professional Plans. Thirteen planned to continue in school social work; five did not.

APPENDIX E

Intern Agreement

UNIVERSITY OF ILLINOIS
The Jane Addams Graduate
School of Social Work

SOCIAL WORK INTERN AGREEMENT

This is an agreement entered into by the Jane Addams Graduate School of Social Work at the University of Illinois and the Board of Education of the Community Consolidated District No. 118 of Vermillion County, Illinois (hereinafter referred to as the District).

The parties agree as follows:

1. The Jane Addams Graduate School agrees to refer up to four social work interns to work a minimum of 180 days during the fiscal year July 1, 1973 through June 30, 1974.
   (1) Interns would commence their work on July 2, 1973, and would be expected to remain through the end of the instructional period in June, 1974.
   (2) Their functions and tasks as interns during this time will be determined by the School Administrators, Director of Special Education, and other appropriate school personnel designated to make the determination, in consultation with faculty of the Jane Addams Graduate School of Social Work.
   (3) The interns will be subject to the same benefits and responsibilities of District No. 118, as are its other employees. Should circumstances develop that make it necessary for either the District to consider terminating an intern or for an intern to consider terminating the District, this should be discussed mutually with the District and the Jane Addams School.
2. The District will review and select interns it deems qualified without regard to race, creed, or national origin. The District also agrees to:
   (1) Provide a school social worker to the interns as a consultant and resource person who would assume the title of supervisor or team leader.
   (2) Reimburse the interns at the rate of $5,000 for their term of employment.
   (3) Provide local travel pay and insurance benefits consistent with that received by employed social workers in the District.
3. Because of the state rules and regulations regarding interns, the District does not pay Teacher's Retirement benefits. The Jane Addams Graduate School understands that secretarial services will not be provided for the interns by the District.
4. All notices, questions and other matters related to the social work interns shall be directed to:

for District	*for Jane Addams School*
Glen LeCount	Ione Vargus
Director of Special Education	Director of School-Community-Pupil

Signed: _____ _____

David H. Radcliffe	Mark P. Hale
Superintendent of Community	Director of Jane Addams Graduate
Consolidated District No. 118	School of Social Work

Date: _____ _____

APPENDIX F

Interns' Questionnaire
(Compiled Data)

Interns' Questionnaire*

1. The Special Education program (i.e. EMH, LD) and its staff are an important part of PPS services. How would you describe your association(s) with this segment of the school system?

   A. Extensive 6
   B. Moderate 9
   C. Limited 7
   D. Other—please explain 2

1A. If A, B, or C above, what was the nature of the interaction?

2. Did you take coursework in Special Education (the Department of) while completing your coursework at the U of I?

   A. Yes 5
   B. No 19
   C. Other—please explain

3.* If you did take coursework in the Special Education Department at the U of I, did you find it:

   A. Very helpful 1
   B. Somewhat helpful 3
   C. Not helpful
   D. Other—please explain

4. If you took coursework in Special Education at the U of I and found it "very" or "somewhat" helpful, could you list the course(s) and subject area(s) as best you can?

5. If you did not have coursework in Special Education at the U of I do you feel, taking account of your experiences in the school system, that it would have been:

   A. Very helpful 6
   B. Somewhat helpful 10
   C. Not helpful 3
   D. Other—please explain 2

6. The "needs assessment" is seen as an integral part of any systems intervention implemented within the SCP framework.

   A. Do you feel your background, as gained through coursework completed at JASSW, is adequate to accomplish this segment of an intervention strategy?
      1. Coursework very adequate 4
      2. Coursework adequate 12
      3. Coursework inadequate 6
      4. Coursework very inadequate 1
      5. Does not apply—no "needs assessment" covered in coursework
      6. Other-Please explain 1

6B. Did you complete a "needs assessment" while pursuing coursework at JASSW?

   1. Yes 16
   2. No 7
   3. Other—please explain 1

*Although 24 interns comprised the study sample, not all interns responded to all questions.

6C. If "no" to the above question, why wasn't a "needs assessment," accomplished? Not assigned, partial assessment, student not in research group.

6D. Were you given an opportunity during your coursework to accomplish a "needs assessment?"

1. Yes 16
2. No 7
3. Other—please explain 1

6E. If "no" to the above question, why weren't you given an opportunity to accomplish a "needs assessment?"

Not required in class.

6F. Upon completion of a "needs assessment" one must be able to ascertain where the problem area(s) lie by analyzing the facts obtained. How would you describe the training you received in this area?

1. Excellent 6
2. Good 9
3. Poor 6
4. Not covered in coursework
5. Other-Please explain 3

7. Please describe the nature of your supervision (e.g., is it helpful, thorough, omnipresent, casual?) 10—helpful, 7—casuals, 1—nonexistent, 1—negative supervisor didn't understand model.

8. Does your supervisor understand the SCP model of systems intervention and the "new professional" role?

A. Excellent understanding 3
B. Good understanding 12
C. Poor understanding 7
D. No understanding 1
E. Other—please explain 1

9. If the answer to # 8 above was "poor" or "no" understanding, why was/is this the case and what can be done to increase understanding?

Two supervisors had been given no information on SCP model, didn't like approach of project faculty, threatening for interns to do systems change, supervisor didn't like training program for SCP supervisors, preferred casework model.

9A. If your answer to # 8 was "poor understanding" or "no understanding," does this make innovation:

A. Extremely difficult 3
B. Somewhat difficult 4
C. No effect 2
D. Other—please explain

10. Have you attempted to increase your supervisor's understanding of the SCP model and the "new professional" role?

A. Yes 17
B. No 2
C. Other—please explain 3

10A. If "no" to above question, why haven't you attempted to increase your supervisor's understanding?

Not clear myself on model, too hard to implement with only student status, threatening model, so redefined over and over.

11. A "planned approach" is central to the SCP framework of systems intervention.

A. Do you feel your background, as gained through coursework completed at JASSW, is adequate to accomplish this segment of an intervention strategy?

1. Coursework very adequate 3
2. Coursework adequate 16
3. Coursework inadequate 4
4. Coursework very inadequate
5. Does not apply—did not have "planned approach" covered in coursework
6. Other—please explain 1

11B. Did you complete a "plan of operation" while pursuing coursework at JASSW?

1. Yes 20
2. No 4
3. Other—please explain

11C. If "no" to above question, why weren't you able to complete a "plan of operation?"

Not in research course and didn't receive placement until May.

11D. Were you given the opportunity during your coursework at JASSW to formulate a "plan of operation?"

1. Yes 18
2. No 4
3. Not covered in coursework
4. Other—please explain 2

11E. Was the "plan of operation" directed toward the school in which you interned?

1. Yes 21
2. No 1
3. Other—please explain

11F. If the plan of operation you formulated during your coursework at JASSW was directed toward the school system in which you are presently an intern, did you: (circle more than one if necessary)

1. Implement the plan 4
2. Implement the plan with revisions 11
3. Did not implement the plan 2
4. Plan was not geared to the system as you found it 3
5. Could not obtain sanctioning 1
6. Did not have a "plan of operation" upon entering field placement 2

11G. A "plan of operation" is a realistic approach to systems intervention in a school system

1. Strongly agree 11
2. Agree 13
3. Disagree
4. Strongly disagree
5. Other—please explain

11H. Do you feel it is realistic to formulate a "plan of operation" for your field placement during the second semester of your academic training.

1. Realistic—no problems 1
2. Realistic—problems encountered. 16
3. Other—please explain. 7

12. After you complete your field placement in May, do you intend to apply for a position as a school social worker?

Yes 13
No 5

13. If you do not plan to work in a school system, where will you seek employment and what will be the target population with whom you would like to work?

DCFS, mental health agency, more treatment oriented, pursue Ph.D. studies, young adolescent work.

14. If you do *not* anticipate taking a job as a school social worker, what are your reasons?

Kind of turned off on school social work, continue education, must stay in area so must take available job, don't feel I have necessary tools required by schools to work with children, jobs unavailable in schools.

15. Securing sanctioning authority(s) is necessary if the plan of operation is to be implemented.

A. Have you asked for sanctioning on *all* your plans for systems intervention since working in your field placement?

1. Yes 20
2. No 3
3. Have not completed any plans of operation
4. Other—please explain 1

B. What percentage of your plans of operation have been approved by the school authority(s)?

1. 25% or less
2. 26 - 49%
3. 50 - 75% 5
4. 76 - 99% 8
5. All 5
6. None 1
7. Other—please explain 4

C. Do you feel it is necessary to obtain sanctioning for a plan of systems intervention?

1. All of the time 13
2. Part of the time 9
3. Not necessary
4. Other—please explain 2

D. Do you feel that all the particulars of your plans should be given to the sanctioning authority(s)?

1. All 1
2. As many as needed to get the plan approved 15
3. Only the major ideas. 8
4. None
5. Other—please explain. 2

16. So far in your placement situation, which school staff have been the most facilitative and supportive of your efforts. Please explain how they help and give their position(s) and/or title(s).

Psychologists
Principals
Parents
Social work supervisor
Assistant superintendent
Counselors
Superintendent
Special education supervisor
Director, PPS
Nurse
Administrators
School board representative
School social workers
Community service workers
Secretaries

17. Which of the school staff have been least facilitative and supportive and why do you think this is the case? Please give their positions and/or title(s).

Teachers	Administrators
Principals	(Responses indicate superindentents and
Head of PPS	principals were most often mentioned)
Assistant principals	
Psychologist	
Social Worker	
Superintendent	
Assistant superintendent	

18. The intern expects to present his plan of operation to: (please circle one or more)

A. Sanctioning authority(s) 2
B. Field supervisor 3
C. Fellow team members
D. All of the above 21
E. None of the above

19. The "problem complex" is a conceptual tool and is important to a good working understanding of the SCP model of systems intervention.

A. Do you feel your background, as gained through coursework completed at JASSW, is adequate to enable you to identify a problem-complex from the data obtained in a needs assessment?

1. Coursework very adequate 1
2. Coursework adequate 9
3. Coursework inadequate 6
4. Coursework very inadequate
5. Does not apply, "problem-complex " not covered in coursework. 2
6. Other—please explain 1

B. Have you identified any problem-complex(s) in the school system in which you are an intern?

1. Yes 21
2. No 1
3. Other—please explain 1

C. If "no" to above question, why wasn't a problem-complex identified?

School said there were none; files showed no problems.

D. If "yes" to "B" above, please give an example.

Student and school relations; truancy; children transferred from one school to another; disruptive children; ill treatment of teen-age parents; day care; vocational education program; parental involvement; pregnant girls; feeder schools; bus transportation; poor student services; poor working relationships; negative attitude of teachers.

20. The plan of operation or intervention strategy is implemented after sanctioning authority(s) is secured.

A. Time limits are a hindrance in implementing a plan of operation in the "real world."

1. Strongly agree 7
2. Agree 8
3. Disagree 8
4. Strongly disagree
5. Other—please explain

B. Are there contingency plans you have incorporated into your main plan of operation to handle possible roadblocks?

1. Yes 16
2. No 6
3. Other—please explain 1

C. If "no" to "20B" above, why weren't contingency plans incorporated?

Inadequate coursework; insufficient planning; I don't submit plans I can't accomplish; cross roadblocks as arise.

D. Do you have an on-going evaluation procedure built into your plan(s) of operation?

1. Yes 17
2. No 4
3. Other—please explain 3

E. If "no" to 20D above, why isn't there an on-going evaluation procedure?

Not conceived as part of plan; no formal evaluation; supervisor evaluates.

21. The concept of the "team" is considered essential to an intervention undertaken within the framework of the SCP model.

A. Do you feel your background, as gained through coursework at JASSW, is adequate to organize a team in your school system?

1. Coursework very adequate 4
2. Coursework adequate 12
3. Coursework inadequate 5
4. Coursework very inadequate 2
5. Does not apply, "teaming" was not covered in coursework
6. Other—please explain 1

B. The ideal team is seen as an interdisciplinary group of individuals. This type of team is necessary for systems intervention.

1. Strongly agree 8
2. Agree 10
3. Disagree 3
4. Strongly disagree 1
5. Other—please explain 2

C. Have you been able to form and/or are you a member of an interdisciplinary team in your school district?

1. Yes—formed an interdisciplinary team 11
2. No—but I am a member of an interdisciplinary team 7
3. Other—please explain 6

D. If your answer to 21C is "no" (not member of interdisciplinary team), do you have SSW's (including interns) with which to team in your school system?

1. Yes 6
2. No
3. Other—please explain

E. If "yes" to 21D, have you teamed with these SSW's (including interns)?

1. Yes 6
2. No 4
3. Other—please explain 1

F. If "no" to the above question, why wasn't a team formed with these individuals (SSW's and interns)?

Not employed by school system though working there; none available

G. Does your team have an overall leader to maintain the direction of the team effort?

1. Yes 11
2. No 11
3. Other—please explain

H. If "no" to 21G, why not?

Cooperative effort, no need to assign leader; saw no need for leader since members lead by competency; not essential; no team; being discussed.

I. Is there also a form of leadership that emerges in your team that is task-oriented?

1. Yes 21
2. No 2
3. Other—please explain

J. If "no" to 21I, why not?

Psychologists always maintain leadership; we met only once a month. Tasks aren't worth being oriented towards.

K. A problem complex is the sum of many problem parts which work together to adversely affect something or someone. How are these problem parts allocated among members of an interdisciplinary team? (in the field situation)

Division of work along disciplinary lines; volunteer for jobs; psychologist is leader; no real team; to person with ability to handle it; team determines how tasks allocated; problem matched to person; no experience in teams.

L. If you have not been able to form an interdisciplinary team or SSW team, what are the reason(s) for this as they relate to the school system in which you are an intern?

Social workers don't function as team; psychologists not around and everyone works on crisis basis; personality problems.

22. The JASSW coursework gave the interns an accurate and helpful understanding of the various PPS positions in the school system.

1. Strongly agree 4
2. Agree 8
3. Disagree 10
4. Strongly disagree 2
5. Other—please explain

23. Pupil Advocacy:

A. The intern sees part of his role as that of a pupil advocate.

1. Strongly agree 15
2. Agree 9
3. Disagree
4. Strongly disagree
5. Other—please explain

B. How does the administration view the intern's role as a pupil advocate?

1. Strongly positive
2. Positive 8
3. Negative 7
4. Strongly negative 3
5. Other—please explain 6

C. How do teachers view the intern's role as a pupil advocate?

1. Strongly positive 1
2. Positive 8
3. Negative 7
4. Strongly negative 1
5. Other—please explain 7

D. How do parents view the intern's role as a pupil advocate?

1. Strongly positive 4
2. Positive 13
3. Negative 1
4. Strongly negative
5. Other—please explain 8

E. How does the community view the intern's role as a pupil advocate?

1. Strongly positive 4
2. Positive 6
3. Negative 1
4. Strongly negative
5. Other—please explain 12

24. The role of change-agent:

A. The intern sees part of his role as a change-agent.

1. Strongly agree 16
2. Agree 7
3. Disagree
4. Strongly disagree
5. Other—please explain 1

B. How does the administration view the intern's role as that of a change-agent?

1. Strongly positive
2. Positive 7
3. Negative 10
4. Strongly negative 2
5. Other—please explain 5

C. How do the teachers view the intern's role as that of a change-agent?

1. Strongly positive
2. Positive 9
3. Negative 7
4. Strongly negative 1
5. Other—please explain 7

D. How do the parents view the intern's role as that of a change-agent?

1. Strongly positive
2. Positive 15
3. Negative 1
4. Strongly negative 1
5. Other—please explain 7

E. How does the community view the intern's role as that of a change-agent?

1. Strongly positive 1
2. Positive 12
3. Negative 2
4. Strongly negative 1
5. Other—please explain 8

25. The evaluation of systems intervention is basic to the SCP framework if success/failure/problem areas are to be determined and/or identified.

A. Do you feel your background, as gained through coursework completed at JASSW, is adequate to accomplish an evaluation of an intervention strategy?

1. Coursework very adequate 3
2. Coursework adequate 13
3. Coursework inadequate 6
4. Coursework very inadequate 2
5. Does not apply—"evaluation" not covered in coursework
6. Other—please explain

B. Did you complete an evaluation while pursuing your casework at JASSW?

1. Yes 13
2. No 10
3. Other—please explain 1

C. If "no" to 25B above, why didn't you complete an evaluation while pursuing your coursework at JASSW?

Never came up; didn't have time; nothing done to evaluate; no assignment to evaluate anything.

D. Were you given an opportunity during your coursework to accomplish an evaluation of a systems intervention?

1. Yes 11
2. No 8
3. Not covered in coursework 4
4. Other—please explain 1

26. What factors (including significant persons and sources of information) influenced you to decide to concentrate in the SCP program at JASSW?

13—because of Fellowship, impressed by philosophy of program; assigned to program by mental health stipend; desire to work in schools; impressed with program approach; school setting for placement sounded interesting.

27. Doing traditional casework is necessary to gain acceptance before attempting systems work.

A. Strongly agree 9
B. Agree 6
C. Disagree 6
D. Strongly disagree 2
E. Other—please explain 1

28. How much of your time do you spend doing casework activities?

A. 25% or less 10
B. 26 - 49% 7
C. 50 - 75% 4
D. 76 - 99%
E. None 1
F. All 1
G. Other—please explain

29. How would you describe your coursework preparation in the area of casework?

A. Excellent 1
B. Good 7
C. Poor 3
D. No casework courses taken 12
E. Other—please explain 1

29A. If "D" above, why didn't you take courses in casework?

Advised against it; not appropriate to system intervention; not shown to be effective; told it was not necessary; casework course at Jane Addams is too theory oriented, not practical; no emphasis in SCP and no interest on my part; had course earlier; casework course at Jane Addams not practical.

30. Public relations or "selling" the program is important if one is going to be effective accomplishing systems change.

A. Strongly agree 13
B. Agree 6
C. Disagree
D. Strongly disagree
E. Other—please explain

31. How much of your time do you spend doing public relations type work or "selling" the SCP program?

A. 25% or less 9
B. 26% - 49% 4
C. 50% - 75% 4
D. 76% - 99%
E. None 2
F. All 2
G. Other—please explain 1

31A. Please cite examples of your public relations work "selling" the SCP program.

In the School? In the Community?

Continual explanation of the model to staff in school; Community PTA meetings and newspaper articles; Illinois Association of SSW Conference; NASW convention; administrators when interviewing for placement; school personnel; parents, teachers, principals, superintendents, and professional meetings. Public health people; Air Force personnnel, teacher workshops about role of social workers; talked to classes. Interviews in local newspapers; Champaign County Case Coordinating Council; faculty meetings; conference of members of Civil Rights Organizations; media, Concerned Citizens Group;

32. What factors were involved in determining your field placement?

Student's choice; family responsibilities; transportation availability; not my first choice but could not postpone internship; own preference to stay in town; no other choice; location; knowledge of key persons in community made entering system easier; spouse's employment picture made choice; more money there; chief social worker's personality; wanted to be near Chicago.

APPENDIX G

Field Supervisor's Agreement

Field Supervision Agreement

I _____, agree to provide supervision as a member of a team of three persons, staff members of the Urbana School District, for the group of social work interns placed with the Urbana schools. I also agree to involve myself in a joint evaluation with the interns.

This guiding role is a cooperative endeavor between the Jane Addams Graduate School of Social Work, University of Illinois and the Urbana School District. It is one in which we work together to provide guidance as these interns develop professional skills, as well as provide services to children, families, and school districts. This activity will require a minimum of two hours weekly, though there may be variation in time, place, and length of meetings according to the needs of the participants.

_____
Field Supervisor

_____
Field Liaison

_____
Date

UNIVERSITY OF ILLINOIS
The Jane Addams Graduate
School of Social Work

FIELD PLACEMENT AGREEMENT

This agreement confirms that _____ will have their field placement at _____, for the period _____ through _____.

The student will spend _____ days per week in the field agency, for a total of _____ days. Students follow agency holiday schedules and not those of the University.

Students and agency field instructors are expected to familiarize themselves with the School's *Objectives and Content of the Field Course* prior to the student's entry into the field. The field instructor will provide the School with a mid-placement and final written evaluation of the student's progress in the field. These evaluations will summarize the evaluation conferences between field instructor and student. The field instructor and student will both sign the evaluation. The field instructor will recommend a grade of satisfactory or unsatisfactory. If questions or problems arise during the field placement which cannot be resolved between the field instructor and student, these will be referred to _____ who will provide the liaison between the School and agency.

Signed,

_____
Agency Field Instructor

_____
Student

_____
School Liaison Person

_____
Date

PLEASE SUPPLY THE FOLLOWING INFORMATION:

1. Agency name and address (include zip code):
2. Name of agency director:
3. Name of field instructor:
4. Phone number of field instructor:

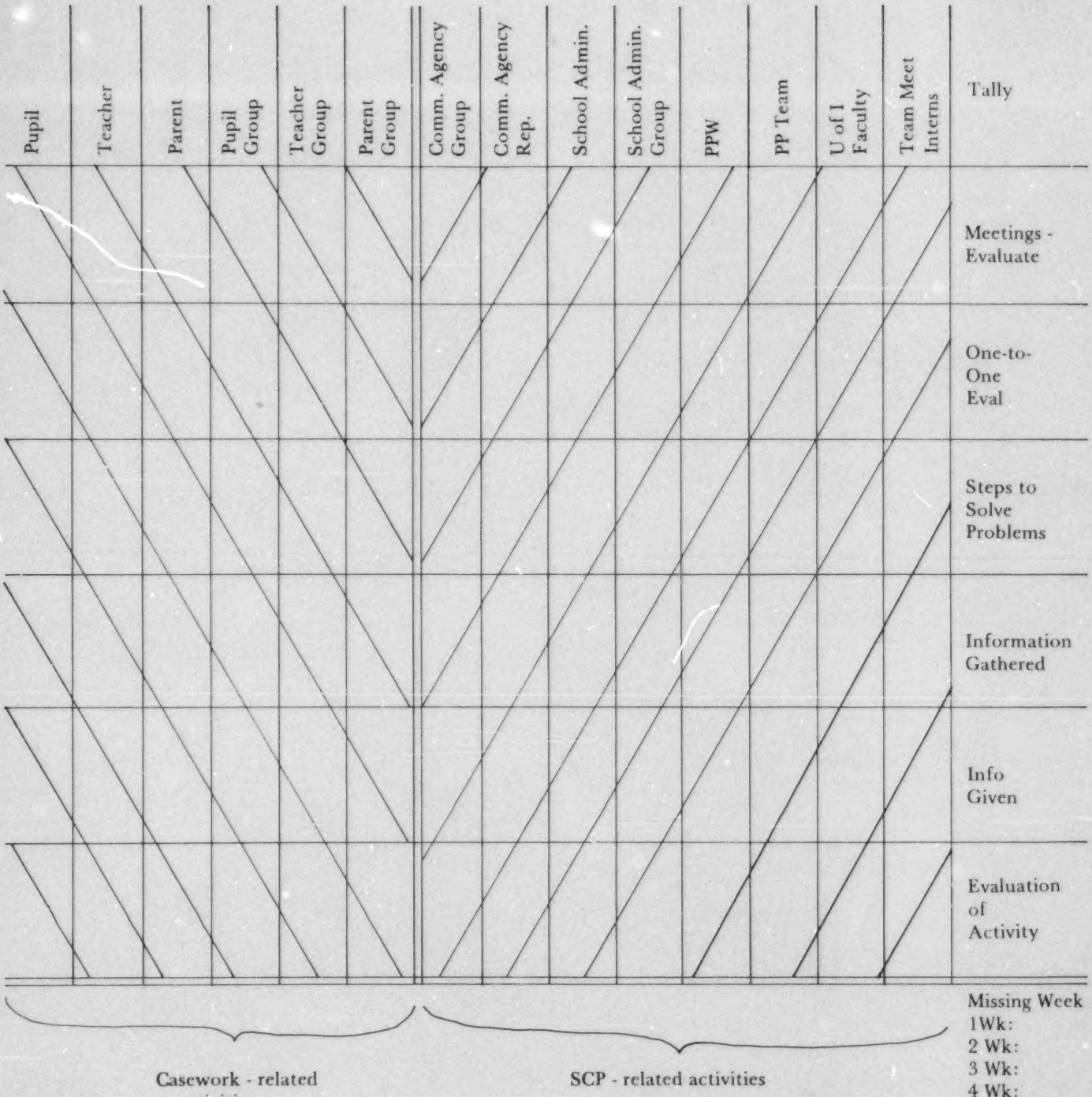
APPENDIX H

Overall Summary of Interns' Activities
(Tables I - IV)

TABLE I - OVERALL SUMMARY OF INTERNS' ACTIVITIES

Pupil	Teacher	Parent	Pupil Group	Teacher Group	Parent Group	Comm. Agency Rep	Comm. Agency/ Group	School Admin.	School Admin. Group	PPW	PP Team	U of I Faculty	Teem Meet. Interns	Total Tally of Hours Spent Grand Total Across 4 Mos.
12	46	28	36	41	34	17	26	97	7	65	233	10	108	Meetings Evaluations 760 17%
106	140	78	11	0	0	48	17	76	2	128	3	14	10	One-to-One Eval 633 14%
145	90	95	138	49	50	56	48	85	13	121	79	10	28	Steps to Solve Problems 1007 22%
103	128	94	132	49	21	64	103	135	43	174	89	25	83	Information Gathered 27% 1243
17	70	95	37	44	14	51	43	104	14	88	63	26	33	Info Given 699 15%
4	15	2	5	4	2	8	2	39	2	57	41	3	53	Evaluation of Activity 237 5%
387 8%	489 11%	392 9%	359 8%	187 4%	121 3%	244 5%	239 5%	536 12%	81 2%	633 14%	508 10%	88 2%	315 7%	Missing Weeks 1 Wk: 8 2 Wk: 19 3 Wk: 4 } 45 4 Wk: 14 4579 100%
18	1	6	167	23	5			1		1				Group 222 33%
253	18	149	24			1		1	2	3				Case 451 66%
1		1			4									Comm 6 1%
40% 72	3% 19	24% 156	28% 191	3% 23	1% 9	.1% 1		.2% 2	.2% 2	.5% 4				 679 100%

TABLE II COMPUTATION OF % SCP ACTIVITIES



$$\frac{\text{Number SCP - related activities}}{\text{total number of contacts}} = \%\ \text{SCP activities}$$

(includes group, case, and community organization)

Table III

Percent SCP Activities

STUDENT	SEPT.	OCT.	NOV.	DEC.	Average TOTAL
1	69% N=13	65% N=66	74% N=42	no data N=	69% N=121
2	61% N=31	78% N=67	64% N=50	65% N=51	67% N=199
3	100% N=24	81% N=48	74% N=38	77% N=31	83% N=141
4	91% N=23	71% N=56	74% N=43	87% N=38	81% N=160
5	25% N=24	59% N=44	31% N=26	no data N=	38% N=99
6	30% N=50	38% N=69	42% N=31	14% N=14	31% N=164
7	53% N=57	48% N=128	43% N=108	no data N=	48% N=293
8	76% N=38	45% N=95	43% N=85	no data N=	55% N=218
9	68% N=34	51% N=92	56% N=110	43% N=60	55% N=296
10	41% N=59	35% N=98	56% N=86	no data N=	44% N=243
11	20% N=15	30% N=95	39% N=110	33% N=54	30% N=274
12	53% N=58	78% N=41	48% N=66	63% N=41	60% N=206
13	52% N=87	43% N=106	33% N=54	no data N=	53% N=247

Location A group average N=621

Location B group average 34% N=263

Location C group average 52% N=511

Location D group average 55% N=296

Location E group average 47% N=970

Table III (continued)

STUDENT	SEPT.	OCT.	NOV.	DEC.	Average TOTAL	
14	52% N=75	57% N=70	53% N=94	50% N=8	53% N=241	
15	75% N=28	64% N=64	63% N=51	64% N=11	66% N=154	Location F Group average 63% N=663
16	78% N=23	82% N=55	72% N=47	no data N=	77% N=125	
17	59% N=29	70% N=58	63% N=46	30% N=10	55% N=143	
18	78% N=54	57% N=54	51% N=45	59% N=39	61% N=192	Location G group average 62% N=523
19	75% N=78	57% N=102	56% N=97	65% N=54	63% N=331	
20	65% N=49	71% N=45	51% N=39	54% N=44	60% N=111	Location H group average 60% N=760
21	65% N=122	69% N=144	75% N=210	71% N=99	70% N=575	
22	no data N=	49% N=74	no data N=	no data N=	49% N=74	

Volume Count Tabulation

TABLE IV

		GRAND TOTAL (across 4 months)		
		Individual	Groups	Consultation
Pupils	26.5% 1727	555	1110	62
Parents	9.2% 600	320	162	118
Teachers	23.1% 1513	180	699	634
PPS	18.0% 1180	84	324	772
Administration	10.7% 700	108	123	469
Social Agency	5.6% 369	60	51	258
Others	6.9% 449	41	104	304
Totals	100% 6538	20.6% 1348	39.4% 2573	40% 2617

APPENDIX I

Field Instructors' Questionnaire
(Compiled Data)

COMPILED DATA
QUESTIONNAIRE FOR FIELD INSTRUCTORS

1. When were you first introduced to the School-Community-Pupil (SCP) program? (month, year)

1 -- April, 1972	3 -- May, 1973
2 -- May, 1972	3 -- September, 1973
2 -- August, 1972	1 -- never
1 -- September, 1972	
1 -- December, 1972	
1 -- January, 1973	
2 -- March, 1973	

2. How were you introduced to the program?
   a. by project faculty 9
   b. by an intern 7
   c. other (specify) 1

3. Did you feel that you had an adequate initial explanation of the SCP program?
   a. yes 9
   b. no 8
   Please explain your answer:

4. How many meetings did you have with the person or persons who explained the model to you; How would you, in your own words, define the SCP model?

MEETINGS:

1 -- 0 meetings	1 -- 2-3 meetings
3 -- 1 meeting	2 -- several meetings
2 -- 2 meetings	2 -- 12 meetings
3 -- 3 meetings	
1 -- 4 meetings	
2 -- 3-4 meetings	

DEFINE MODEL:
   don't know -- 2
   systems orientation as opposed to casework -- 6
   team plus systems orientation -- 8
   other: constant evaluation -- 1

5. Has the school district ever done a thorough needs assessment of the problems in the school?
   a. yes 11
   b. no 6

Briefly describe some of the specific problem situations as defined by the school. Broken homes; low economic area; unwed mothers -- 2; unemployment of parents; low value on education; varies with school and area; none; field instructor not involved in needs assessments; determining family structure; racial situation -- 3; classroom management; student council; nutrition; library aide; parents program -- 2; teacher evaluation; disruptive behavior; public relations; truancy -- 2; vocational education; parent activity with special classes at elementary level; special tutoring programs; need for more alternative planning and education; identifying potential drop-outs.

6. Did the interns submit any assessment of the problems in the school?
   a. yes 14
   b. no 3

   Did you give ideas to the interns about assessments or did they submit their own ideas?
   from interns -- 5 none done -- 1
   from field instructor -- 3 from project faculty -- 1
   from team -- 2 from intern plus field instructor -- 5

   Please briefly describe the assessments the interns submitted.
   4 -- saw no written assessment
   2 -- pregnancy problem; broken homes; overweight girls; day care; nutrition; drug education; hot lunches; racial problems; met with other agencies; social worker become visible to others

7. Did the interns come to you for formal approval for the plans of operation?
   a. yes 13
   b. no 4

   Why or why not?

8. How many plans of operation have been submitted to you by the interns?
   2 -- 0 plans 2 -- 4 plans
   4 -- 1 plan 3 -- several plans
   2 -- 2 plans 2 -- don't know
   2 -- 3 plans
9. How many plans of operation by the SCP interns have you approved?
   all -- 3
   portion -- 1
   none -- 4

   (incomplete information)
10. Briefly explain how you have participated with the interns in the plans of operation. Did you help them out in terms of specific tasks? Or did you supply them only verbal support for the plan? If you can, please explain why you took on the specific role you did in the interns' plans of operations?
    support and sanction -- 7
    specific tasks plus support and sanction -- 8
    group supervision -- 2

11. What difficulties did you foresee with the plans of operation? How were these difficulties resolved?

DIFFICULTIES: Personality conflicts; lack of casework training; weak plans; difficulty in group situation; intern too defensive, sensitive; didn't consult administrator; feared community would misinterpret; field instructors and administrators didn't know anything about social work; some situations too problematic to tackle; some problems cannot be solved by intern; none foreseen; personality of intern; not enough involvement with interns; lack of administrative support; interns approach antagonized several key people; one plan involved people and programs where felt nothing was wrong with their programs.

RESOLVED: Never resolved; trail and error; project ended; public relations with administrators team worked out problems; rap session; help intern with planning; never really solved; involved resisting forces, encouraged them to help plan; demonstrated interns' willingness to work with administrators and receptiveness to their ideas.

12. How are the interns' responsibilities assigned:
    a. to specific buildings 8
    b. across the school system 7
    c. any other 2

    How do the interns divide their time and who determines this?
    10 -- intern decides
    3 -- field instructor decides
    1 -- administrator decides
    2 -- team decides
    4 -- intern plus field instructor (some people answered more than one time)

13. What is your opinion of the team approach in school social work? Is there a place for it in the schools? What do you think of the idea of an interdisciplinary team like psychologist, social worker, and school nurse? What do you think of the idea of an intradisciplinary team composed of just social workers?

TEAM APPROACH;
10 -- favorable
7 -- moderately favorable

INTERDISCIPLINARY TEAM:
17 -- favorable

TEAM OF SOCIAL WORKERS:
1 -- favorable 13 -- unfavorable
2 -- moderately favorable
1 -- no opinion

14. How did this teaming work specifically in your school?
    2 -- temporary teams used according to situation; 2 -- permanent interdisciplinary teams plus temporary teams when needed; don't know; 1 psychologist plus 1 social worker; 2 interns plus field instructor; no team yet; social worker, psychologist, teacher, plus paraprofessional; team in each school with principal as leader; psychologist plus social worker; nurse, speech therapist, psychologist, plus social worker; teams met regularly for pre-staffing; regular staff meetings with other team members regarding specific problems; committee work; interdisciplinary team.

15. Is a team leader appointed on a formal basis or does he or she emerge informally?

LEADER EMERGES:
7 -- formally appointed
7 -- informally emerges
4 -- none (1 person answered 2 times)

TYPE OF LEADERSHIP:
5 -- permanent team leader
7 -- shifting leader
2 -- permanent leader plus shifting leader
4 -- none

16. What should be the role of the SCP program in the schools? Can the program be improved in the schools? What changes would you suggest?

ROLE OF SCP:
5 -- should be all SCP
11 -- SCP plus traditional casework
1 -- no SCP

SUGGESTED IMPROVEMENTS:
Teach skills in gaining rapport with community and administrators; match intern to school similar to intern's background and experience; Jane Addams GSSW should stress that this is a practice experiment; need some casework skills, too; need proper social worker supervision—carefully select site for intern; intern needs school system with philsophy accepting the SCP orientation; need more knowledge of casework, group work, and community organization; need more knowledge of human growth and development; JAGSSW and field placement need clearer understanding of each others roles; needs assessment was too far in advance; have interns determine their interests and develop plans around this; need some in-service training for field instructors; interns need more financial aid; less pressure from JAGSSW; need more training for school role; too many interns; should be extended to more schools; more actual experiences needed; narrow down

systems problems; SCP better in small rural districts; need for interns to know basic casework methods; need for more manpower.

MORE EFFECTIVE: Organized groups; evaluated parental attitudes; survey students in emotionally disturbed classes; help individuals use community resources.

17. What did the interns do during the school year that you thought was particularly effective? What did the interns do that was ineffective? Would you want a continuation of the program next year? Why or why not?

EFFECTIVE: Unwed mother program; communicating public relations with community and administrators—3; good use of resources and personal initiative; feasible, reasonable well-planned projects; works well through systems; good behavior modification programs; approach for special education; relate well to Black kids; bring in new ideas; counseling good; program with elderly good; asked relevent questions; work with disruptive students; work with pregnant girls.

INEFFECTIVE: Sex education program failed; couldn't relate to administrators; some projects too problem-ridden; 2—nothing really; group work ineffective; relating to white students; nutrition program; didn't establish meaningful relationship with kids; personality conflicts; too high expectations of SCP model; sometimes lack of understanding of school system—started projects too fast.

CONTINUATION:
13 -- yes
4 -- no

Reasons: Need social workers—2; had positive impact; successful experience; 2 -- not too well organized; field instructor needs more information of the program; interns and field instructors both learned from program; sympathetic to what program is trying to do (good ideas involved); 2 -- too idealistic; program is good concept.

18. What is your reaction to the SCP program as it exists now? New viewpoints; strong base for working in system; stimulus of staff to use new methods to solve problems.

a.	Strongly favorable	3
b.	Favorable	7
c.	Disagree	4
d.	Strongly disagree	2
e.	No opinion	

Please briefly explain your answer.

19. What is your position in the schools?
13 social workers
2 graduate counselors
1 school psychologist
1 coordinator of pupil personnel

20. What is your educational background?
2 -- master's in guidance
12 -- M.S.W.
1 -- M.A. in social work
2 -- Ph.D. in school psychology

21. How many years have you spent working at the school system?
2, 2½, 3, 5, 5½, 6, 7, 8, 8, 10, 18, several, don't know
(answer incomplete)

APPENDIX J

Administrators' Questionnaire
(Compiled Data)

COMPILED DATA
QUESTIONNAIRE FOR ADMINISTRATORS

1. When were you first introduced to the School-Community-Pupil (SCP) program; (month, year)
   - Jan., 1971
   - Jan., 1972
   - Sept., 1972 -- 3 responses
   - Nov., 1972
   - March, 1973
   - Sept., 1973

2. How were you introduced to the SCP program?
   a. by project faculty 5
   b. by an intern 1
   c. other (specify) 1 -- community person
      1 -- social worker

3. How would you describe the initial explanation of the SCP program that you were given?
   a. thoroughly explained 2
   b. well explained 1
   c. adequately explained 2
   d. poorly explained 3
   e. no explanation

   Please elaborate.

4. Do interns work fairly independently or directly under administrator's supervision?
   a. independently 6
   b. directly under supervision 1
   c. other (specify) 1

   Explain further.

5. Do the interns devise their own projects to work on or are they directed what to work on by administrators and field instructors?
   a. devise own projects
   b. work on projects determined by administrators and field instructors 3
   c. both 4
   d. don't know 1

6. Indicate who takes responsibility for selecting priority of problems that the interns work on:
   a. administrators 1
   b. field instructors (local staff) 2
   c. both administrators and field instructors 2
   d. intern 3
   e. informal consensus
   f. don't know 1

   Explain
   (one person gave 2 answers)

7. As an administrator, do you help the interns with specific tasks or do you offer verbal support and sanction for the interns to carry out projects?
   a. administrators perform specific tasks 1
   b. administrators sanction projects for the intern to carry out 6
   c. administrators both perform specific tasks and sanction projects
   d. don't know 1

   Please elaborate.

   If administrators sanction projects for the interns to carry out, how many such projects have you sanctioned? What projects?
   1 -- all projects sanctioned
   2 -- a portion of projects sanctioned
   6 -- don't know

8. Did you foresee the interns getting into projects or problems which they could not handle?
   a. yes 6
   b. no 2

   If so, what problems? lack of rapport with administrators; taking part of student against teacher; need to know how to work through system; need to be more sensitive to system and situation of community; did not plan too well and interns did not foresee difficulties; work with small groups; not enough knowledge of casework.

9. How are the interns' responsibilities assigned?
   a. to specific buildings 5
   b. across school systems 1
   c. by geographic area 2
   d. other (specify)

10. Do interns tend to work individually or in teams?
   individually 2
   b. teams of social workers who work on individual cases 1
   c. teams of social workers who work together on larger problems in the school or school system 2
   d. interdisciplinary teams (for example, combination of social worker, counselor, psychologist, nurse, etc.) who work on individual cases 3
   e. interdisciplinary teams who work together on larger problems in the school or school system 2
   f. other (specify)

   Elaborate.

If there are teams, are they permanent or do they change with the situation?

5 -- permanent teams
3 -- temporary teams
(some answered both)

11. In your opinion, do the social work methods used by the interns appear to be appropriate for use in the school?

a. always
b. usually 7
c. seldom 1
d. never

Please explain.

12. Do the interns seem to make progress on problems they have addressed?

a. no progress
b. little progress 1
c. adequate progress 2
d. much progress 5
e. very substantial progress

In what ways?

13. What is your reaction to the SCP program as it now exists?

a. strongly favorable
b. favorable 8
c. unfavorable
d. strongly unfavorable

Explain further.

14. Do you feel that the work of the interns has reached and been most effective with:

a. specific groups of disadvantaged students 1
b. individual students and their families 2
c. parents of students
d. community groups
e. other (specify -- may be combinations of answers) 1 -- a + b + c
f. don't know 4

How?

15. Would you describe what you have observed to be the most important work done by the interns? Effective with students and families -- help use community resources; good public relations to administrators and community; show problems exist and need for social workers; good work with parent group; good classroom discussions; meet needs of children; made school personnel more aware of SCP program; good casework; more casework preparation needed and preparation from interns; 1 -- don't know.

16. What is your position in the school?
    1 -- assistant supervisor pupil personnel services
    1 -- pupil personnel director
    2 -- superintendent of educational service regions
    2 -- building principals
    2 -- assistant supervisor special education

17. What is your education background?
    3 -- Ph.D. in educational administration
    4 -- master's in educational administration
    1 -- Ph.D. in special education with master's in educational administration

18. How many years have you been in this school system?
    3, 8, 14, 18, 22, 24, 26, 1 no answer

APPENDIX K

List of Project Publications

Publications

Anderson, R. J., A model for developing team practice, *Journal of IAPPW*, 1972, 16 (4), 147-151.

Anderson, R. J., School-community-pupil service: A new "old" concept, *Illinois Education News*, 1972, 1 (6), 3.

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Anderson, R. J., Teamwork in pupil personnel services, *Journal of the International Association of Pupil Personnel Workers*, 1972, 16 (2), 82-88.

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Anderson, R. J., Introducing change in school-community-pupil relationships: Maintaining credibility and accountability, *Journal of the Education for Social Work Education*, 1974, 10 (1), 3-8.

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Andrews, J., Social workers learn on the job, *The Courier*, January 28, 1973.

Costin, L., School social work, *Encyclopedia of Social Work*, NASW, Washington, D.C., 1971, 1148-1153.

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Little, L., System fits needs of a child, *The Mattoon Journal Gazette*, September, 1973.

Monroe-Clay, S., *A Manual for Schools in the School-Community-Pupils Program*, Spring, 1974.

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